



**~Mission Statement~**

*The mission of the Verndale Public School District is to provide a safe environment where students are prepared for an ever-changing world through educational excellence.*

**SCHOOL BOARD AGENDA  
ORGANIZATIONAL & REGULAR MEETING  
Monday, January 6, 2020  
6:30 PM  
MEDIA CENTER**

**Organizational Meeting**

- I. Call to Order
- II. Recite Pledge of Allegiance
- III. Determine a Quorum (Roll Call)
- IV. Approve Organizational Meeting Agenda
- V. Elect Officers
- VI. Set Date/Time/Location for Regular School Board Meetings
- VII. Designate Official Depositories, Investment Brokers and Paying Agent
- VIII. Designate Electronic Transfer Authority
- IX. Designate Official Newspaper
- X. Designate School District's Legal Counsel and the Individuals Authorized to Contact Legal Counsel
- XI. Approve Use of Facsimile Signature Plate
- XII. Authorize Superintendent to Lease, Purchase and Contract for Goods and Services
- XIII. Authorize Superintendent to Make Payments in Advance of School Board Approval
- XIV. Authorize Superintendent and/or Designee to Conduct Collateral Transactions for the School District
- XV. Authorize Superintendent and/or Principal to Use Approved Credit Card for School Business Transactions
- XVI. Designate Superintendent Paul Brownlow as the Identified Official with Authority to grant user access to secure Minnesota Department of Education websites

- XVII. Appoint Board Members to Committees
- XVIII. Set School Board Member Compensation

**Regular Board Meeting**

- I. Approve or Amend Agenda
- II. Recognize Visitors/Public Forum
- III. Consent Agenda
  - a. Approve Minutes from the December 2, 2019 Regular Board Meeting
  - b. Approve Monthly Financial Report
  - c. Approve Payment of Monthly Claims
    - i. Board Checks 46488-46590
    - ii. Student Activity Checks 1068-1073
  - d. Approve Resolution to Accept Donation(s)
  - e. Approve the Following Personnel Items:
    - i. Resignations/Retirements
      - 1. Scott Loween - Part-Time Custodian
    - ii. Employee Contracts/Notices of Assignment
      - 1. Jeff Springer - Head Custodian
      - 2. Christine Conger - Education Assistant
      - 3. Amanda Snyder - Long-Term Substitute Education Assistant
      - 4. Rita Weishalla - Extracurricular/Substitute Bus Driver
    - iii. Mid-Year Lane Change Requests
      - 1. Katie Bolland
      - 2. Jennifer Veronen
    - iv. Leave Request(s)
      - 1. Katie Tackmann
- IV. Report Items
  - a. Financial Report
  - b. Board Member Reports
  - c. Legislative Report
- V. Old Business
  - a. Approve 2019-2021 Human Resources-Payroll Specialist Agreement
  - b. Approve Second Reading of the Following Policies
    - i. Policy 533 - Wellness
- VI. New Business
  - a. Approve Revised FY 2020 Budget
  - b. Approve First Reading of the Following Policies
    - i. Policy 410 - Family and Medical Leave Policy
    - ii. Policy 413 - Harassment and Violence

- iii. Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse
    - iv. Policy 415 - Mandated Reporting of Maltreatment of Vulnerable Adults
    - v. Policy 616 - School District System Accountability
    - vi. Policy 806 - Crisis Management Policy
    - vii. Post-Issuance Debt Compliance Policy and Procedures
  - c. Consider Teacher Early Retirement Incentive Program
  - d. Approve Memorandum of Understanding (MOU) with VEA and IUOE - Local 70 for District Performance Stipend
  - e. Approve Resolution to 2019-2020 Open Enrollment in 7th Grade
  - f. Consider Resolution to 2020-2021 Open Enrollment K-12
  - g. Approve Resolution Directing the Superintendent to Make Recommendations for Adjustments in Curriculum, Programs, and Staff for the 2020-2021 School Year
  - h. Approve the Following Programs/Contracts/Memberships:
    - i. Garbage and Recycling Agreement with Waste Management
  - i. Approve Terminating Agreement for Business Management Services with Lakes Country Service Cooperative
  - j. Cast Ballots for Sourcewell Ex-Officio Chief Executive Officers Election
- VII. Administrative Reports
  - a. Dean of Students/Activities Director
  - b. K-12 Principal/District Assessment Coordinator
  - c. Superintendent

**Organizational Meeting Notes**  
**January 6, 2020**

**Marcus Edin** will call the meeting to order as **acting chairperson**.

The Pledge of Allegiance will be recited.

Determine a quorum (roll call)

Approve organizational meeting agenda

Call for nominations for Chairperson – **by Marcus Edin as acting chairperson**

- a. Board Members Make Motion to Nominate a Candidate(s) – does not require a second
- b. Call for any other nominations (Two additional times)
- c. Acting Chair Closes the Nominations for the Office
- d. More than One Candidate Nominated - Roll Call Vote for Chairperson of Board; or
- e. One Candidate Nominated - Acting Chair Declares the Candidate Elected

Call for nominations for Vice Chairperson – by Chairperson

- a. Board Members Make Motion to Nominate a Candidate(s) – does not require a second
- b. Call for any other nominations (Two additional times)
- c. Chair Closes the Nominations for the Office
- d. More than One Candidate Nominated - Roll Call Vote for Vice Chairperson of Board; or
- e. One Candidate Nominated - Chair Declares the Candidate Elected

Call for nominations for Clerk – by Chairperson

- a. Board Members Make Motion to Nominate a Candidate(s) – does not require a second
- b. Call for any other nominations (Two additional times)
- c. Acting Chair Closes the Nominations for the Office
- d. More than One Candidate Nominated - Roll Call Vote for Clerk; or
- e. One Candidate Nominated - Chair Declares the Candidate Elected

Call for nominations for Treasurer – by Chairperson

- a. Board Members Make Motion to Nominate a Candidate(s) – does not require a second
- b. Call for any other nominations (Two additional times)
- c. Acting Chair Closes the Nominations for the Office
- d. More than One Candidate Nominated - Roll Call Vote for Treasurer; or
- e. One Candidate Nominated - Chair Declares the Candidate Elected

**Action** needs to be taken to set the date, time and location for the regular monthly board meetings. Currently the meetings are the first Monday of each month. The exceptions are June, July, August and September. In June and August, the meetings are held on the second Monday of the month to accommodate Board business over the summer months, and no regular meeting is scheduled in July. We need to move the meeting in September because the first Monday is Labor Day. Meetings held on the first Monday of the month are scheduled to start at 6:30 pm and meetings scheduled on the second Monday of the month are scheduled to start at 6:00 pm. All meetings are held in the Verndale Public School Multimedia Room.

The schedule would be February 3, March 2, April 6, May 4, June 8, August 10, September 14, October 5, November 2, and December 7. We may have to schedule a special meeting at the end of September to approve the proposed levy at the end of September.

**Action** needs to be taken to designate the official depositories, investment brokers and paying agents for school funds.



Depositories

Star Bank  
MN School District Liquid Asset Fund (MSDLAF)  
PMA/MNTrust

Investment Brokers

Ehlers Financial Services  
TD Ameritrade  
PMA/MNTrust  
1st National Bank - Ottertail

Paying Agent

Bond Trust Services

**Action** needs to be taken designate the following employees to make electronic transfers (wires):

- a. MN School District Liquid Asset Funds Plus – Business Manager or Superintendent
- b. MNTrust - Business Manager or Superintendent
- c. Payroll Direct Deposit/Bremer Bank – Human Resources/Payroll Specialist or Superintendent
- d. Department of Revenue and Federal Government for Social Security, Medicare and Federal Taxes – Human Resources/Payroll Specialist or Business Manager
- e. MN Public Employees Retirement Association and Teacher Retirement Association – Human Resources/Payroll Specialist or Business Manager
- f. MN Child Support – Human Resources/Payroll Specialist or Business Manager
- g. OMNIJ-403B Annuity Contributions - Human Resources/Payroll Specialist or Business Manager
- h. Further-HSA and FSA Payroll Contributions– Human Resources/Payroll Specialist or Business Manager

**Action** needs to be taken to designate the official newspaper. The recommendation is to designate Verndale Sun as the district's official newspaper.

**Action** needs to be taken to designate the school district's legal counsel and the individuals authorized to contact legal counsel. The recommendation is to designate Kristi Hastings from Pemberton Law Firm as the school district's legal counsel and to authorize the Superintendent and Board Chair to make contact with legal counsel regarding school district legal matters.

**Action** needs to be taken to approve the use of the facsimile signature plate to sign accounts payable checks, payroll checks and official documents as recommended by Mr. Brownlow.

**Action** needs to be taken to authorize the Superintendent, as permitted by Minnesota Statute 123B.52, to lease, purchase and contract for goods and services, within the budget as approved by the School Board, provided that any transaction in an amount exceeding ~~515,000~~ must first be specifically authorized by the School Board and must fulfill all other applicable legal requirements for school district contracts.

**Action** needs to be taken to authorize the Superintendent or Business Manager to make payments between school board meetings in advance of School Board approval under the following conditions and to include payments in the next list of bills submitted to the School Board for approval:

- a. Payments of claims which cannot be deferred until the next School Board meeting without the loss to the district of a discount privilege, or because of contract terms, purchase order terms, or a vendor's standard terms which are part of a contract, in accordance with Minnesota Statute 123B.02, Subd. 18.
- b. Payments of claims within the standard period as defined in Minnesota Statute 471.425.

**Action** needs to be taken to authorize the Superintendent and/or Designee to conduct collateral transactions for the school district. This action is needed to handle the funds that are collateralized at Star Bank.

**Action** needs to be taken to authorize the Superintendent and/or Principal to use the school credit card held by the School District. It is in the best interest of the District to utilize this card so that our programs can continue to run their daily operations in an efficient and time saving manner.

The recommendation is to have the board approve the following credit card and card holders for School District business transactions.

**Chase Business Visa**

Superintendent Paul Brownlow	Credit Limit \$12,000
K-12 Principal/DAC Arick Follingstad	Credit Limit \$2,000

**Action** needs to be taken to designate Superintendent Paul Brownlow as the Identified Official with Authority to authorize user access to secure Minnesota Department of Education websites.

**Action** needs to be taken to appoint School Board Members to various designated committees. The current assignments are listed below:

Negotiations Committee	Mr. Stanley Mr. Blaha Mr. Edin	Paid
Freshwater Education District Board	Mr. Veronen Mrs. Hess (Alternate)	Paid by Freshwater
Community Concern for Youth (CCY)	School Administrator	No compensation
Legislative Liaison	Mr. Brownlow	No compensation
Educational Liaison	Mr. Brownlow	No compensation
Sourcewell	Mr. Veronen	Paid by Sourcewell
Wadena Family Services Collaborative	Mrs. Hess	Paid
MN State High School League	Mr. Stanley	No compensation
Building and Grounds Committee	Mr. Youngbauer Mr. Veronen Mrs. Hess	Paid
Meet and Confer	Mr. Blaha Mrs. Hess Mr. Youngbauer	Paid
Finance Committee	Mr. Youngbauer Mr. Veronen	Paid
Shared Services Committee	Mr. Blaha Mr. Edin Mr. Blaha Mr. Veronen Mr. Stanley (Alternate)	Paid
Curriculum Review	Mr. Stanley	No compensation
Community Ed. Committee	Mrs. Hess Mr. Edin (alternate)	No compensation
Health & Safety Committee	Mr. Youngbauer	Paid
Board Professional Growth	All Members w/ Approval	Paid

**Action** will be needed to set board compensation. Currently, Board Members must be present at regular and special board meetings to receive compensation. The compensation rate is as follows:

\$80.00 per regular scheduled board meeting

\$10.00 per meeting additional compensation for the Board Chair

\$60.00 per extra meeting and committee meetings

- Meetings that are 5 hours or more will be compensated at \$100.00 per day/meeting



~Mission Statement~

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**SCHOOL BOARD AGENDA  
ORGANIZATIONAL & REGULAR MEETING  
Monday, January 6, 2020  
6:30 PM  
MEDIA CENTER**

**Notes to Regular Board Meeting**

- I. Approve or Amend Agenda
- II. Recognize Visitors/Public Forum
- III. Consent Agenda - The supporting documents are enclosed for review. A board member is welcome to pull an item from the consent agenda and place it on the new business portion of the agenda. Jennifer Veronen's lane change request should be pulled and voted on after the regular consent agenda to avoid any conflicts. **Recommend Approval**
  - a. Approve Minutes from the December 2, 2019 Regular Board Meeting
  - b. Approve Monthly Financial Report
  - c. Approve Payment of Monthly Claims
    - i. Board Checks 46488-46590
    - ii. Student Activity Checks 1068-1073
  - d. Approve Resolution to Accept Donation(s)
  - e. Approve the Following Personnel Items:
    - i. Resignations/Retirements
      1. Scott Loween - Part-Time Custodian
    - ii. Employee Contracts/Notices of Assignment
      1. Jeff Springer - Head Custodian
      2. Christine Conger - Education Assistant
      3. Amanda Snyder - Long-Term Substitute Education Assistant
      4. Rita Weishalla - Extracurricular/Substitute Bus Driver

- iii. Mid-Year Lane Change Requests
  - 1. Katie Bolland - MA+10 to MA+20
  - 2. Jennifer Veronen - BS to BS+10
- iv. Leave Request(s)
  - 1. Katie Tackmann - Child Care Leave

IV. Report Items

- a. Financial Report - Jordan Anderson
- b. Board Member Reports
- c. Legislative Report - Paul

V. Old Business

- a. Approve 2019-2021 Human Resources-Payroll Specialist Agreement
- b. Approve Second Reading of the Following Policies - The policy is enclosed with no changes from the first reading. **Recommend Approval**
  - i. Policy 533 - Wellness

VI. New Business

- a. Approve Revised FY 2020 Budget - The budget is being reviewed by the business office staff. A final revised budget will be presented at the meeting for approval.
- b. Approve First Reading of the Following Policies - The following policies are presented for the first reading. Policies 410 through 806 require annual review by the school board. The Post-Issuance Debt Policy and Procedures are recommended by our financial advisor for compliance. **Recommend Approval**
  - i. Policy 410 - Family and Medical Leave Policy
  - ii. Policy 413 - Harassment and Violence
  - iii. Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse
  - iv. Policy 415 - Mandated Reporting of Maltreatment of Vulnerable Adults
  - v. Policy 616 - School District System Accountability
  - vi. Policy 806 - Crisis Management Policy
  - vii. Post-Issuance Debt Compliance Policy and Procedures
- c. Consider Teacher Early Retirement Incentive Program - The statute is enclosed for your review. The district is not required to offer this incentive program but has done so in past years.
- d. Approve Memorandum of Understanding (MOU) with VEA and IUOE - Local 70 for District Performance Stipend - The MOU is attached for review. This MOU provides an equal incentive to every employee of the school district based on the school district's financial performance. **Recommend Approval**
- e. Approve Resolution to 2019-2020 Open Enrollment in 7th Grade - Discussion has been held about the appropriate class size for different grade levels. The 7th grade class has increased in size and needs. Capacity has become an issue at this grade level. The recommendation is to approve the class size cap at 56 students. Students that are residents of the school district must always be allowed to enroll in the resident school

district. This cap would allow the district to deny any open enrollment requests once the cap of 56 students is reached. **Recommend Approval**

- f. Consider Resolution to 2020-2021 Open Enrollment K-12 - The district also has three other classes that are nearing the number of 56 students. In order to provide a quality education with our capacity limits, it is best to limit class size capacities to 56 students. Again, resident students would be allowed to enroll at any time, regardless of the class size limits. **Recommend Approval**
- g. Approve Resolution Directing the Superintendent to Make Recommendations for Adjustments in Curriculum, Programs, and Staff for the 2020-2021 School Year - This is an annual requirement to start the reduction process for programs and staff. We have been fortunate to not enter into this process in past years because of our enrollment. **Recommend Approval**
- h. Approve the Following Programs/Contracts/Memberships: Wade put requests for quotes/bids out for trash removal. His recommendation and the new contract is enclosed. **Recommend Approval**
  - i. Garbage and Recycling Agreement with Waste Management
- i. Approve Terminating Agreement for Business Management Services with Lakes Country Service Cooperative - Discussion has been held with another entity about sharing our business management services effective July 1. Our intent would be to continue with our current business manager just with another entity holding the contract. **Recommend Approval**
- j. Cast Ballots for Sourcewell Ex-Officio Chief Executive Officers Election - Two candidates are on the ballot for the Sourcewell Ex-Officio Chief Executive Officer positions. Each of you will be given a ballot to cast your votes for this election.

VII. Administrative Reports

- a. Dean of Students/Activities Director
- b. K-12 Principal/District Assessment Coordinator
- c. Superintendent

12/2/2019

The Verndale Public School Board of Independent School District No. 818, Verndale, Minnesota met for a regular meeting on Monday, December 2, 2019 at 6:30pm in the Multi Media room #324. The meeting was called to order by Chairman of the Board, Marcus Edin. The meeting started with the Pledge of Allegiance.

Members present: Bill Blaha, Shyla Hess, Marcus Edin, Chris Youngbauer, Tony Stanley, and Scott Veronen.

Members Absent: None

Others present: Supt. Mr. Brownlow, Principal Mr. Follingstad, Dean of Students Mr. Johnson, Trinity Gruenberg-Verndale Sun, Brian Koehn, Katie Bolland and Mary Gronlund.

Roll call was taken. A quorum was determined.

Motion by Tony Stanley, seconded by Chris Youngbauer to approve the agenda as presented by Mr. Brownlow, tabling items IX. e. ii. 2019-2021 Human Resources-Payroll Specialist Agreement and IX. e. iv. 2019-2021 IUOE Local 70 Non Certified Custodial, Education Assistants and Food Service Employees, and move item IX. a. Approve Fiscal Year 2019 Audit before VI. M/C

Recognition of the public.

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the Fiscal Year 2019 Audit. Roll call. MCU

Motion by Scott Veronen, seconded by Bill Blaha to approve the following Consent Agenda items:

- Minutes from the November 4, 2019 Regular School Board Meeting
- Payment of Monthly Claims: Checks 46414-46487
- Electronic Payroll Transfers
- Student Activity Checks 1064-1067
- Resolution to accept donations: *Member Scott Veronen introduced the following resolution and moved its adoption. The motion was duly seconded by Bill Blaha.*

## VERNDALE PUBLIC SCHOOLS RESOLUTION A RESOLUTION ACCEPTING DONATIONS TO THE DISTRICT

WHEREAS, State Statute 465.03, Gifts to Municipalities, states, in part, that "Any city, county school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor."; and;

WHEREAS, Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full, and;

WHEREAS, The Verndale Public School has received and accepted donations below:

THEREFORE, LET IT BE RESOLVED that the Verndale Public School gratefully accepts these donations.

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
<u>District</u>		
Naeir	Office/Classroom Supplies	6,161.00
City of Verndale	Summer Rec Contribution	1,500.00
City of Verndale	Festival of Lights	40.00
Shelley Leonard	Holiday Store	20.00
St. Huberts Christian Women	School Supplies	
Bertha American Legion	School Supplies	
Viking Coca Cola	Powerade Scholarship	1,500.00

St. Johns Lutheran Church – Ottertail	Adopt a classroom	100.00
Total District donations		9,321.00

Where upon the Resolution was declared duly passed and adopted by the Verndale Public School Board this 2nd day of December, 2019.

Signed:

Attest:

\_\_\_\_\_  
Signature  
Marcus Edin, Chairperson

\_\_\_\_\_  
Signature  
Scott Veronen, Treasurer

- Mid-Year Lane Change Requests:
  - Tracy Hegarty – BS+10 to BS+30
- Report Items:
  - Monthly Financial Report: Mr. Brownlow
  - Freshwater Education Report: Buildings and Grounds Committee
  - Legislative Report: Mr. Brownlow

New Business:

Motion by Bill Blaha, seconded by Scott Veronen to certify the final 2019 Payable 2020 Levy at \$558,861.68. Roll call. MCU

Motion by Shyla Hess, seconded by Bill Blaha to approve Resolution 12022019A. Roll call. Scott Veronen abstained as the resolution pertains to his company.

Motion by Bill Blaha, seconded by Scott Veronen to approve Resolution 12022019B. Roll call. Chris Youngbauer abstained as the resolution pertains to his company.

Motion by Chris Youngbauer, seconded by Shyla Hess to approve the 2019-2021 Clerical Staff Handbook. Roll call. MCU

Motion by Scott Veronen, seconded by Chris Youngbauer to table the 2019-2021 Human Resources-Payroll Specialist Agreement. MC

Motion by Bill Blaha, seconded by Chris Youngbauer to approve the 2019-2021 K-12 Principal/District Assessment Coordinator Agreement. MCU

Motion by Tony Stanley, seconded by Shyla Hess to table the 2019-2021 IUOE Local 70 Non-Certified Custodial, Education Assistants and Food Services Employees. MC

Motion by Bill Blaha, seconded by Tony Stanley to approve the first reading of Policy 533-Wellness. MC

Motion by Chris Youngbauer, seconded by Shyla Hess to approve the 2018-2019 World’s Best Workforce Report. MC

Motion by Tony Stanley, seconded by Chris Youngbauer to approve Student Handbook updates. MC

Motion by Scott Veronen, seconded by Shyla Hess to approve the nomination of Mr. Brownlow for Sourcewell Ex-Officio Board of Directors Election. MC

Motion by Bill Blaha, seconded by Shyla Hess to approve the Proxy Ballot for CMERDC as presented. MC

Motion by Tony Stanley, seconded by Shyla Hess to approve 2019-2020 BHVPP Cooperative Wrestling Agreement. Roll call. MCU



Motion by Bill Blaha, seconded by Chris Youngbauer to set the date for the 2020 School Board Organizational Meeting and regular January Board Meeting for Monday, January 6, 2020 at 6:30pm. MC.

Administrative reports were given by Mr. Johnson, Mr. Follingstad and Mr. Brownlow.

Meeting adjourned at 8:10pm by Chairman of the Board, Marcus Edin.

Respectfully submitted by the Board,

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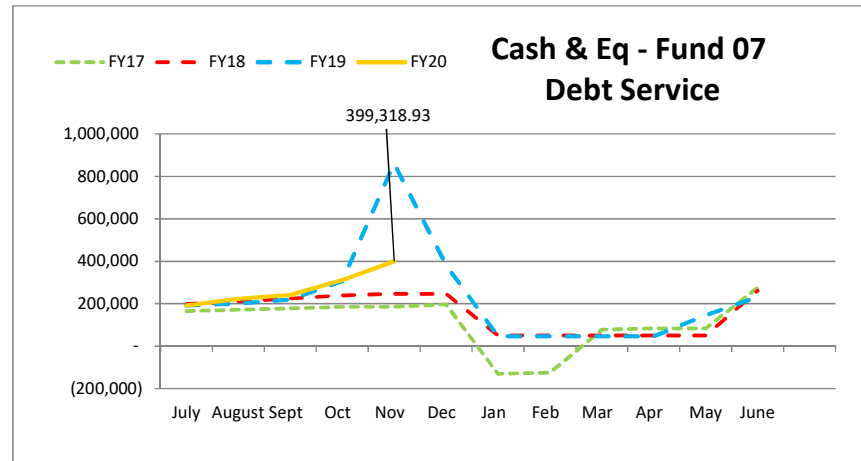
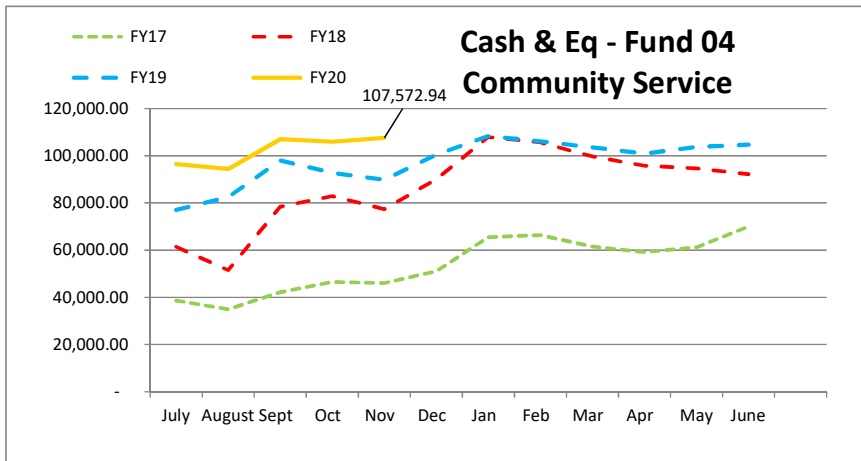
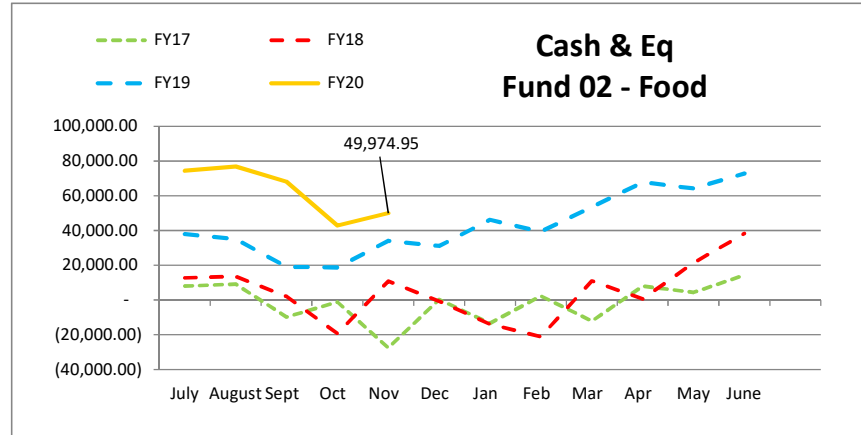
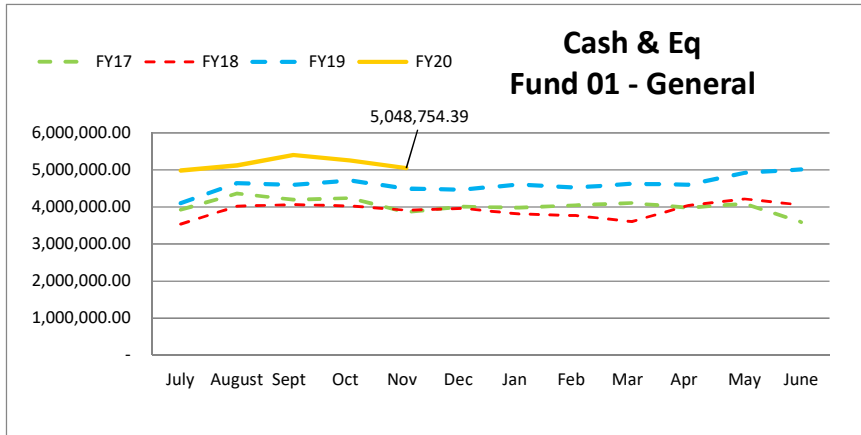
Tony Stanley, Clerk

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Mary Gronlund, Secretary



**VERNDALE PUBLIC SCHOOL**  
**CASH DASHBOARD - NOVEMBER 30, 2019**





## CASH BALANCES & ACTIVITY SHEET

VERNDALE PUBLIC SCHOOL ISD NO. 818

November 30, 2019

FUND	11/1/2019	RECEIPTS	DISBURSEMENTS	PAYROLL	TRANSFERS	11/30/19 BALANCE
01- Star Bank	\$ 215,061.45	43,450.11	(334,139.57)	(250,635.78)	250,000.00	\$ (76,263.79)
01- Cash	\$ 820.00	-	-	-	-	\$ 820.00
01 - Ameritrade	\$ 419,468.25	(228.82)	-	-	-	\$ 419,239.43
01- MSDLAF	\$ 1,612,600.29	2,099.81	-	-	(250,000.00)	\$ 1,364,700.10
01- PMA ACCOUNT	\$ 706,016.29	334,242.36	-	-	-	\$ 1,040,258.65
01- PMA CD's	\$ 1,900,000.00	-	-	-	-	\$ 1,900,000.00
01- FNB-OT CD'S	\$ 400,000.00	-	-	-	-	\$ 400,000.00
<b>01-Total</b>	<b>\$ 5,253,966.28</b>	<b>\$ 379,563.46</b>	<b>\$ (334,139.57)</b>	<b>\$ (250,635.78)</b>	<b>\$ -</b>	<b>\$ 5,048,754.39</b>
02 - Star Bank	\$ (151,076.58)	9,837.60	(19,294.69)	(7,791.30)	-	\$ (168,324.97)
02 - Cash	\$ 67.00	-	-	-	-	\$ 67.00
02- MSDLAF	\$ 165,804.90	-	-	-	-	\$ 165,804.90
02- PMA ACCOUNT	\$ 28,129.38	24,298.64	-	-	-	\$ 52,428.02
<b>02-Total</b>	<b>\$ 42,924.70</b>	<b>\$ 34,136.24</b>	<b>\$ (19,294.69)</b>	<b>\$ (7,791.30)</b>	<b>\$ -</b>	<b>\$ 49,974.95</b>
04 - Star Bank	\$ (19,866.44)	6,340.31	(3,407.44)	(5,445.67)	-	\$ (22,379.24)
04- MSDLAF	\$ 103,723.16	-	-	-	-	\$ 103,723.16
04- PMA ACCOUNT	\$ 22,116.90	4,112.12	-	-	-	\$ 26,229.02
<b>04 - Total</b>	<b>\$ 105,973.62</b>	<b>\$ 10,452.43</b>	<b>\$ (3,407.44)</b>	<b>\$ (5,445.67)</b>	<b>\$ -</b>	<b>\$ 107,572.94</b>
07 - Star Bank	\$ 446,384.49	70,015.03	-	-	-	\$ 516,399.52
07 - MSDLAF	\$ (219,000.41)	-	-	-	-	\$ (219,000.41)
07 - PMA ACCOUNT	\$ 84,140.48	17,779.34	-	-	-	\$ 101,919.82
<b>07- Total</b>	<b>\$ 311,524.56</b>	<b>\$ 87,794.37</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 399,318.93</b>
<b>TOTAL</b>	<b>\$ 5,714,389.16</b>	<b>\$ 511,946.50</b>	<b>\$ (356,841.70)</b>	<b>\$ (263,872.75)</b>	<b>\$ -</b>	<b>\$ 5,605,621.21</b>



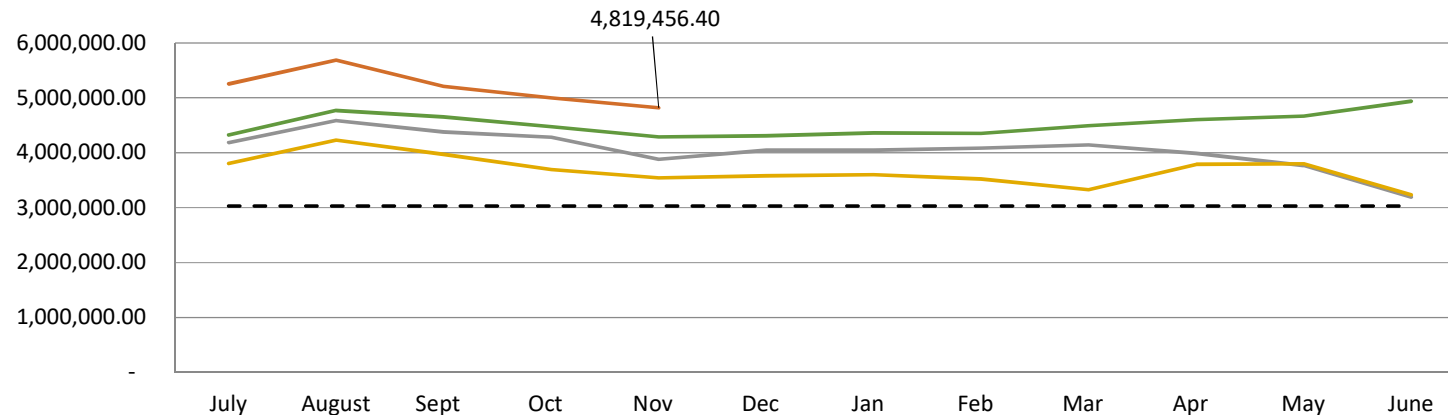
# VERNDALE PUBLIC SCHOOL #818

## Fund Balance Report - NOVEMBER 30, 2019



### Fund Balance Fund 01 - General

-- FY20 FB Policy    — FY20    — FY17    — FY18    — FY 19



- ◆ **Unassigned** - Amounts in the General fund not reported in any other classification. Unassigned amounts in the General Fund are technically available for expenditure for any purpose.
- ◆ **Assigned** - Amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed.
- ◆ **Committed** - Amounts comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action.
- ◆ **Restricted** - Amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers, creditors, grantors, contributors, voters, or laws and regulations.
- ◆ **Nonspendable** - Amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact.
- ◆ **Unrestricted** - Amounts of fund balance left after determining both nonspendable and restricted net resources. This is equal to the sum of the committed, assigned, and unassigned fund balances.
- ◆ **Fund Balance Policy** - Fund Balance Policy states that the district should maintain a fund balance of at least six months of expenses. Based on FY2019 expenses, six months of expenses averaged to be approximately \$3,030,000.



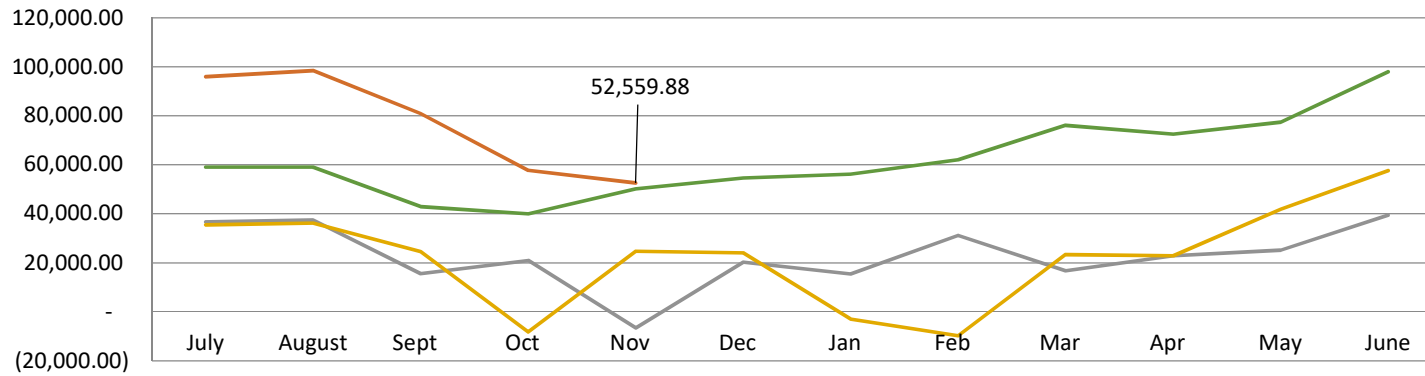
# VERNDALE PUBLIC SCHOOL #818

Fund Balance Report - NOVEMBER 30, 2019



## Fund Balance Fund 02 - Food Service

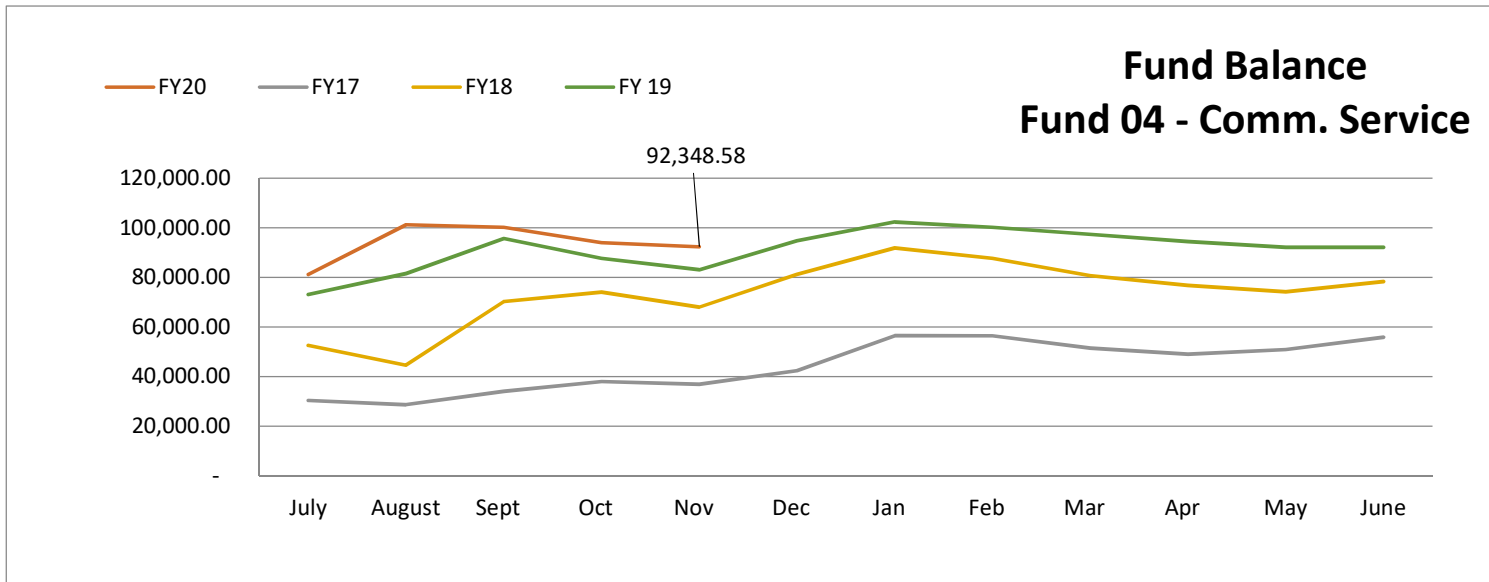
FY20    FY17    FY18    FY 19





# VERNDALE PUBLIC SCHOOL #818

Fund Balance Report - NOVEMBER 30, 2019



**VERNDALE PUBLIC SCHOOL**  
**BOARD CHECKS PRESENTED FOR APPORVAL AND PAYMENT**  
**January 6, 2020**

Check No.	Date	Vendor Name	Amount
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***Checks 46488-46563 listed below have been issued and need approval in accordance with board policy.***

46488	12/3/2019	BENHAM, RICK	125.00
46489	12/3/2019	BIRKELAND, TIM	125.00
46490	12/3/2019	BURNS, STEVE	125.00
46491	12/4/2019	MINNESOTA ENERGY RESOURCES	247.31
46492	12/4/2019	REGER, DENNIS	50.00
46493	12/6/2019	ACME TOOLS	1,299.00
46494	12/6/2019	BENNING PRINTING AND PUBLISHING	420.00
46495	12/6/2019	BIRKELAND, TIM	125.00
46496	12/6/2019	CENGAGE LEARNING INC.	940.00
46497	12/6/2019	CITY OF VERNDALE	4,920.28
46498	12/6/2019	CLASSROOM DIRECT/SCHOOL SPECIALTY INC.	304.94
46499	12/6/2019	CROSBY - IRONTON PUBLIC SCHOOLS - ISD #182	150.00
46500	12/6/2019	CULINEX	948.58
46501	12/6/2019	DEAN FOODS INC	1,091.37
46502	12/6/2019	ECKROTH MUSIC COMPANY	88.82
46503	12/6/2019	GARY'S DIESEL REPAIR INC	635.28
46504	12/6/2019	GOPHER SPORT	569.50
46505	12/6/2019	HALL, MIKE	125.00
46506	12/6/2019	HILLYARD/HUTCHINSON	278.20
46507	12/6/2019	INTERQUEST DETECTION CANINES	315.00
46508	12/6/2019	JK SPORTS	104.00
46509	12/6/2019	KUEHN, JASON	125.00
46510	12/6/2019	LEAF RIVER AG SERVICE	3,521.00
46511	12/6/2019	MERICKEL LUMBER	3,677.81
46512	12/6/2019	NORTHERN BUSINESS PRODUCTS, IN	111.97
46513	12/6/2019	PAN-O-GOLD BAKING COMPANY	195.08
46514	12/6/2019	RENNEBERG HARDWOODS, INC.	1,411.00
46515	12/6/2019	ROCHESTER TELECOM SYSTEMS INC	44.64
46516	12/6/2019	RUSS DAVIS WHOLESAL, INC.	5,230.30
46517	12/6/2019	SUPER ONE	67.95
46518	12/6/2019	TRI-COUNTY HEALTH CARE	315.00
46519	12/6/2019	UPPER LAKES FOODS	8,972.31
46520	12/6/2019	VERIZON WIRELESS	918.26
46521	12/6/2019	WADENA AUTO SUPPLY	25.98
46522	12/6/2019	WADENA COUNTY HIGHWAY DEPARTMENT	18.99
46523	12/10/2019	KOLLAR, VIRGIL	125.00
46524	12/10/2019	MARTINSON, RICK	125.00
46525	12/10/2019	OLSON, JACK	125.00
46526	12/13/2019	BARTUNEK, BRYCE	125.00
46527	12/13/2019	BIRKELAND, TIM	125.00
46528	12/13/2019	BRASEL, CHUCK	100.00
46529	12/13/2019	HALL, MIKE	125.00
46530	12/13/2019	KIMMAN, SCOTT	100.00
46531	12/13/2019	SANDBERG, JOHN	100.00
46532	12/16/2019	BELLEFEUILLE, JERRY	125.00
46533	12/16/2019	BENHAM, RICK	125.00
46534	12/16/2019	BURNS, STEVE	125.00
46535	12/17/2019	KASSUBE, DONALD	100.00

**VERNDALE PUBLIC SCHOOL**  
**BOARD CHECKS PRESENTED FOR APPORVAL AND PAYMENT**  
**January 6, 2020**

Check No.	Date	Vendor Name	Amount
46536	12/17/2019	LEAF RIVER AG SERVICE	1,178.00
46537	12/17/2019	MINNESOTA POWER & LIGHT CO	7,641.78
46538	12/17/2019	PETERMEIER, KYLE	100.00
46539	12/17/2019	RENAISSANCE LEARNING INC	9,792.45
46540	12/17/2019	SCHOLASTIC INC	294.00
46541	12/17/2019	THIELEN, JORDAN	100.00
46542	12/17/2019	TRI-COUNTY HEALTH CARE	163.00
46543	12/12/2019	CARDMEMBER SERVICE	1,420.15
46544	12/12/2019	DEAN FOODS INC	216.23
46545	12/12/2019	HBI RADIO WADENA	120.00
46546	12/12/2019	HEARTLAND TIRE, INC.	891.60
46547	12/12/2019	IXL LEARNING	1,000.00
46548	12/12/2019	LEAF RIVER AG SERVICE	621.38
46549	12/12/2019	MINNESOTA ENERGY RESOURCES	2,499.88
46550	12/12/2019	MN STATE COMMUNITY & TECHNICAL	11,000.00
46551	12/12/2019	RIEWER, STEVE	50.00
46552	12/12/2019	SCHOLASTIC INC	139.60
46553	12/12/2019	STAPLES WORLD	114.80
46554	12/12/2019	TELIN TRANSPORTATION GROUP	73.82
46555	12/12/2019	VERNDALE AUTO SALES AND SERVICE, LLC	134.84
46556	12/12/2019	WASTE MANAGEMENT	1,386.81
46557	12/12/2019	WEST CENTRAL TELEPHONE ASSN	318.96
46558	11/30/2019	American United Life Insurance Company	836.80
46559	11/30/2019	AVESIS Third Party Admin., Inc	99.76
46560	11/30/2019	LEGALSHIELD	101.74
46561	11/30/2019	NCPERS Group Life Insurance	32.00
46562	11/30/2019	OPERATING ENGINEERS	657.80
46563	11/30/2019	VERNDALE EDUCATION ASSN	2,975.28

***Checks 46564-46590 have not been issued and are presented for payment authorization.***

46564	1/6/2020	BOND TRUST SERVICES CORPORATION	348,198.75
46565	1/6/2020	BRIAN D. KOEHN, CPA, PLLC	1,000.00
46566	1/6/2020	CITY OF VERNDALE	75.00
46567	1/6/2020	COCHRAN, LISA	14.00
46568	1/6/2020	CULINEX	245.70
46569	1/6/2020	DEAN FOODS INC	1,110.11
46570	1/6/2020	ECKROTH MUSIC COMPANY	445.33
46571	1/6/2020	FRESHWATER EDUCATION DISTRICT	23,644.43
46572	1/6/2020	FUN EXPRESS, LLC	20.02
46573	1/6/2020	GARY'S DIESEL REPAIR INC	848.19
46574	1/6/2020	GRAHAM REFRIGERATION INC	940.37
46575	1/6/2020	HILLYARD/HUTCHINSON	346.15
46576	1/6/2020	INTERQUEST DETECTION CANINES	315.00
46577	1/6/2020	LAKES COUNTRY SERVICE COOP.	2,791.67
46578	1/6/2020	MARQUARDT, KELLI	26.40
46579	1/6/2020	NORTHERN PINES MENTAL HEALTH CENTER	1,111.11
46580	1/6/2020	PAN-O-GOLD BAKING COMPANY	139.16
46581	1/6/2020	PEMBERTON, SORLIE, RUFER	480.50
46582	1/6/2020	PILLAGER PUBLIC SCHOOL - ISD #116	150.00
46583	1/6/2020	SOURCEWELL TECHNOLOGY	399.00



**VERNDALE PUBLIC SCHOOL**  
**BOARD CHECKS PRESENTED FOR APPORVAL AND PAYMENT**  
**January 6, 2020**

<b>Check No.</b>	<b>Date</b>	<b>Vendor Name</b>	<b>Amount</b>
46584	1/6/2020	SUPER ONE	304.82
46585	1/6/2020	SYNCB/AMAZON	3,384.49
46586	1/6/2020	THE LOCKER GUY	3,175.00
46587	1/6/2020	UPPER LAKES FOODS	9,754.27
46588	1/6/2020	VIKING COCA-COLA BOTTLING CO	110.00
46589	1/6/2020	VILLAGE ELECTRIC MOTOR SHOP	193.50
46590	1/6/2020	WADENA COUNTY PUBLIC HEALTH DEPT.	1,074.93
<b>GRAND TOTAL</b>			<b>\$ 483,406.15</b>

**VERNDALE PUBLIC SCHOOL  
 ISD #0818  
 ELECTRONIC PAYROLL TRANSFERS**

Description	Retro		Retro		Payroll	
	11/5/2019	11/7/2019	11/8/2019	11/15/2019	11/29/2019	
Payroll ACH Debit	\$ -	\$ 9,581.08	\$ 3,110.92	\$ 121,822.73	\$ 127,217.92	
Fed/OASDI/Med	\$ 8.88	\$ 1,853.80	\$ 944.62	\$ 37,541.51	\$ 39,603.23	
State Taxes	\$ -	\$ 41.63	\$ 131.35	\$ 5,563.14	\$ 5,918.95	
TRA	\$ -	\$ 1,665.36	\$ 490.15	\$ 16,781.87	\$ 17,849.34	
PERA	\$ 6.27	\$ 44.11	\$ 138.88	\$ 6,327.69	\$ 65,651.53	
Further Section 125 cafeteria plan	\$ -	\$ -	\$ -	\$ 444.88	\$ 444.88	
OMNI 403b/457 annuities	\$ -	\$ -	\$ -	\$ 4,925.74	\$ 4,925.74	
Other	\$ -	\$ -	\$ -	\$ -	\$ 285.00	
AFLAC - employee elections	\$ -	\$ -	\$ -	\$ -	\$ 412.20	
Colonial - employee elections	\$ -	\$ -	\$ -	\$ -	\$ 152.14	
Delta Dental - employee elections	\$ -	\$ -	\$ -	\$ -	\$ 647.60	
Madison National - employee elections	\$ -	\$ -	\$ -	\$ -	\$ -	
Payroll Checks	\$ 51.05	\$ -	\$ -	\$ 1,245.01	\$ 844.04	
<b>Total Disbursements plus checks</b>	<b>\$ 66.20</b>	<b>\$ 13,185.98</b>	<b>\$ 4,815.92</b>	<b>\$ 194,652.57</b>	<b>\$ 263,952.57</b>	

**VERNDALE PUBLIC SCHOOL**  
**STUDENT ACTIVITY CHECKS PRESENTED FOR APPORVAL AND PAYMENT**  
**January 6, 2020**

Check No.	Date	Vendor Name	Amount
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*Checks 1068-1073 listed below have not been issued and need approval and signature in accordance with GASB 84.*

1068	12/13/2019	CASH - CHANGE FUND	293.00
1069	1/6/2020	BECKER SCREEN PRINTING AND DESIGN	1,171.00
1070	1/6/2020	J & K TROPHY HOUSE	10.25
1071	1/6/2020	JONES, MATTHEW	1,279.17
1072	1/6/2020	SAND HILL LAKE BIBLE CAMP	165.00
1073	1/6/2020	VERNDALE PUBLIC SCHOOL - ISD #818	5,842.19

<b>GRAND TOTAL</b>	<b>\$ 8,760.61</b>
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December 20, 2019

Mr. Wade Kern

Regrettably I must resign my position with the School as a Part Time Custodian.

This is due to health reasons.

Thank You.

Sincerely,

  
Scott Loween



Verndale School Board / Mr. Brownlow,

I would like to recommend hiring Jeff Springer for the Head Custodian position contingent upon a satisfactory background check.

Thank-you, Wade Kern

Transportation / Building & Grounds



To: Verndale School Board  
From: Arick Follingstad, Principal  
Date: January 6, 2020  
Re: Education Assistant

I recommend the Verndale School District hire Christine Conger to fill a 6.5-hour Education Assistant position. This position will assist with Homebound Instruction, What I Need (WIN) intervention support, and additional classroom support. She will be placed at base pay for this position, according to the Local 70 Support Staff Agreement.

Christine has experience working with children in a variety of settings. Her experience and skills make her a great candidate for this position.

Sincerely,

Arick Follingstad  
Principal



To: Verndale School Board  
From: Arick Follingstad, Principal  
Date: January 6, 2020  
Re: Long-Term Substitute Education Assistant

I recommend the Verndale School District hire Amanda Snyder to fill a long-term substitute Education Assistant position. This position will provide child specific support starting on 10/29/19.

Amanda has worked in our building as a substitute Education Assistant previously and will be a great fit for this long-term substitute position.

Sincerely,

Arick Follingstad  
Principal



Verndale School Board / Mr. Brownlow,

I would like to recommend hiring Rita Weishalla for an Extra-Curricular / Sub Bus Driver position contingent upon a satisfactory background check and meeting the necessary requirements to operate a School Bus in the State of Minnesota.

Thank-you, Wade Kern

Transportation / Building & Grounds





# **VERNDALE PUBLIC SCHOOLS**

Independent School District No. 818, Wadena County

**VERNDALE, MINNESOTA 56481-3000**

December 5, 2019

Dear Mr. Brownlow,

I have completed a total of 30 semester credits from Minnesota State University-Moorhead online and have completed the Educational Specialist degree program. I am requesting that I receive a lane change on the pay schedule from MA +10 to MA +20. Attached is an unofficial transcript with an official transcript to follow. Thank you for your consideration.

Respectfully,

Katie Bolland

K-12 Evaluation Specialist

12/30/2019

Verndale Public School Mail - Lane Change



Brownlow, Paul <pbrownlow@vps.verndale.k12.mn.us>

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## Lane Change

1 message

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**Veronen, Jen** <jveronen@verndaleschool.org>  
To: Paul Brownlow <pbrownlow@vps.verndale.k12.mn.us>

Tue, Dec 17, 2019 at 8:06 PM

Mr. Brownlow,

I'm sending an email to request a lane change from BS to BS+10. I will have 4 ACP credits and 6 credits from St. Catherine University. I will provide an official transcript once my fall course grades are posted.

Thank you,

Jennifer Veronen



# 2020 LEGISLATIVE AGENDA

MSBA, a leading advocate for public education, has been serving Minnesota school boards for 100 years. Today's 333 school boards provide local governance to the school districts who educate Minnesota's 850,000 public school students. The cornerstone principles that provide guidance for our legislative agenda and reflect Minnesota school districts and students are:

- **Efficient and effective school management**
- **Excellence in student achievement for all Minnesota students**
- **Respect of locally governed public schools**
- **Adequate and equitable funding levels to provide an exceptional education**

## SUPPLEMENTAL BUDGET

### **General Education Formula – 1% (\$65 million)**

While 2% and 2% on the general education formula last session is most appreciated, districts are still making further reductions to their budgets and staff. **Continue the work; provide additional revenue on the basic education formula for the second year of the biennium.**

### **School Safety Aid – (\$30.25 million)**

Minnesota schools have done some good work to keep students safe, but inconsistency in funding has left gaps in security and the ability to proactively address student's mental health needs.

**Continue the work; make permanent the 2019 school safety aid in order to hire social workers, counselors and other licensed mental health professionals.**

### **Special Education Cross-Subsidy – (\$68.5 million)**

Last session's appropriation holds the cross-subsidy relatively flat in FY20 and FY21, but the cross-subsidy is projected to rise to \$724 million in FY21 if the Legislature doesn't pursue additional legislation over the next two years. **Continue the work; decrease the special education cross-subsidy by 5 percent.**

## FACILITIES

Excellence in education requires school boards to provide quality, well-maintained learning environments for students and staff. 99% of school districts have levied Long-Term Facilities Maintenance Revenue (LTFMR) to the cap. It is the responsibility of school boards to maintain facilities. **Continue the work; increase the per pupil cap and expand the allowable uses for the Long-Term Facilities Maintenance Revenue to efficiently and effectively maintain safe school facilities.**

## ELECTIONS

### **School Board Vacancy Elections**

Prior to 2014, school boards had the authority to appoint a school board member to fill a board vacancy. In subsequent years, changes were made which decreased voter turnout and increased school district expenses. **Continue the work; restore the ability for school boards to appoint to fill a vacancy until the next general election.**

### **Combined Polling Places**

Beginning in 2016 school boards are required to pass a yearly resolution approving polling places for the following year. If a school board fails to pass a resolution, it could cost the district tens of thousands of dollars for election equipment and election judges for dozens of polling places, instead of just one or two combined polling places. **Continue the work; repeal the mandate and require an updated resolution only if the combined polling places have changed since the previous resolution.**

## TAXES

### **Local Optional Revenue tied to Formula Increases (\$7.4 million)**

94% of school districts are dependent on local optional revenue (LOR) for operating costs. This is a critical funding source to ensure school boards can maintain day-to-day operations. **Continue the work; tie LOR to the basic education formula to allow districts to retain its buying power.**

### **Link formula to inflation**

The average general education formula increase has not kept pace with rising and increased costs of school operations. **Continue the work; link the basic formula to inflation to provide stable and predictable funding, which allows school boards to plan long range.**

## RETAIN LOCAL CONTROL

*Over 30 bills were introduced in the 2019 session to restrict local control.*

- Retain the newly enacted tiered licensure system
- Retain flexibility for school boards to hire and maintain the most effective staff
- Retain local authority in determining curriculum course offerings, graduation requirements and other locally developed standards and programming where applicable
- Retain student choice for electives that the public is demanding, like CTE courses
- Raise the number of optional e-learning days from five to ten days
- Retain local control for school district discipline policies

## 850,000 STUDENTS

*Elected school boards are best positioned to work with their students, parents, and community to address local needs and challenges.*

ALABAMA PUBLIC SCHOOLS | ALASKA PUBLIC SCHOOLS | ARIZONA PUBLIC SCHOOLS | ARKANSAS PUBLIC SCHOOLS | CALIFORNIA PUBLIC SCHOOLS | CONNECTICUT PUBLIC SCHOOLS | DELAWARE PUBLIC SCHOOLS | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | FLORIDA PUBLIC SCHOOLS | GEORGIA PUBLIC SCHOOLS | HAWAII PUBLIC SCHOOLS | ILLINOIS PUBLIC SCHOOLS | IOWA PUBLIC SCHOOLS | KANSAS PUBLIC SCHOOLS | KENTUCKY PUBLIC SCHOOLS | LOUISIANA PUBLIC SCHOOLS | MAINE PUBLIC SCHOOLS | MARYLAND PUBLIC SCHOOLS | MASSACHUSETTS PUBLIC SCHOOLS | MICHIGAN PUBLIC SCHOOLS | MINNESOTA PUBLIC SCHOOLS | MISSISSIPPI PUBLIC SCHOOLS | MISSOURI PUBLIC SCHOOLS | MONTANA PUBLIC SCHOOLS | NEBRASKA PUBLIC SCHOOLS | NEVADA PUBLIC SCHOOLS | NEW HAMPSHIRE PUBLIC SCHOOLS | NEW JERSEY PUBLIC SCHOOLS | NEW YORK PUBLIC SCHOOLS | NORTH CAROLINA PUBLIC SCHOOLS | NORTH DAKOTA PUBLIC SCHOOLS | OHIO PUBLIC SCHOOLS | OKLAHOMA PUBLIC SCHOOLS | OREGON PUBLIC SCHOOLS | PENNSYLVANIA PUBLIC SCHOOLS | RHODE ISLAND PUBLIC SCHOOLS | SOUTH CAROLINA PUBLIC SCHOOLS | SOUTH DAKOTA PUBLIC SCHOOLS | TENNESSEE PUBLIC SCHOOLS | TEXAS PUBLIC SCHOOLS | UTAH PUBLIC SCHOOLS | VERMONT PUBLIC SCHOOLS | VIRGINIA PUBLIC SCHOOLS | WASHINGTON PUBLIC SCHOOLS | WEST VIRGINIA PUBLIC SCHOOLS | WISCONSIN PUBLIC SCHOOLS | WYOMING PUBLIC SCHOOLS

## 333 ELECTED SCHOOL BOARDS

*Local governance is the cornerstone of our public school system.*

ALABAMA PUBLIC SCHOOLS | ALASKA PUBLIC SCHOOLS | ARIZONA PUBLIC SCHOOLS | ARKANSAS PUBLIC SCHOOLS | CALIFORNIA PUBLIC SCHOOLS | CONNECTICUT PUBLIC SCHOOLS | DELAWARE PUBLIC SCHOOLS | DISTRICT OF COLUMBIA PUBLIC SCHOOLS | FLORIDA PUBLIC SCHOOLS | GEORGIA PUBLIC SCHOOLS | HAWAII PUBLIC SCHOOLS | ILLINOIS PUBLIC SCHOOLS | IOWA PUBLIC SCHOOLS | KANSAS PUBLIC SCHOOLS | KENTUCKY PUBLIC SCHOOLS | LOUISIANA PUBLIC SCHOOLS | MAINE PUBLIC SCHOOLS | MARYLAND PUBLIC SCHOOLS | MASSACHUSETTS PUBLIC SCHOOLS | MICHIGAN PUBLIC SCHOOLS | MINNESOTA PUBLIC SCHOOLS | MISSISSIPPI PUBLIC SCHOOLS | MISSOURI PUBLIC SCHOOLS | MONTANA PUBLIC SCHOOLS | NEBRASKA PUBLIC SCHOOLS | NEVADA PUBLIC SCHOOLS | NEW HAMPSHIRE PUBLIC SCHOOLS | NEW JERSEY PUBLIC SCHOOLS | NEW YORK PUBLIC SCHOOLS | NORTH CAROLINA PUBLIC SCHOOLS | NORTH DAKOTA PUBLIC SCHOOLS | OHIO PUBLIC SCHOOLS | OKLAHOMA PUBLIC SCHOOLS | OREGON PUBLIC SCHOOLS | PENNSYLVANIA PUBLIC SCHOOLS | RHODE ISLAND PUBLIC SCHOOLS | SOUTH CAROLINA PUBLIC SCHOOLS | SOUTH DAKOTA PUBLIC SCHOOLS | TENNESSEE PUBLIC SCHOOLS | TEXAS PUBLIC SCHOOLS | UTAH PUBLIC SCHOOLS | VERMONT PUBLIC SCHOOLS | VIRGINIA PUBLIC SCHOOLS | WASHINGTON PUBLIC SCHOOLS | WEST VIRGINIA PUBLIC SCHOOLS | WISCONSIN PUBLIC SCHOOLS | WYOMING PUBLIC SCHOOLS

## REDUCE MANDATES

*Each school district faces unique needs which depend on a variety of factors, including demographics, geography, and district size.*

- Repeal the resolution requirement for combined polling place
- Repeal the report to PELSB for Probationary Teacher Release
- Repeal requirement to publish minutes and budget information in a local newspaper
- Resist statewide mandates that conflict with local bargaining
- Reinstate the sales tax exemption for school district fundraising
- Reinstate the "pending" status for a new teacher who has completed a district background check
- Reduce special education paperwork in the areas of functional behavioral assessment and short-term objectives
- Reinstate school board authority to determine school calendar
- Repeal requirement that percentage of district compensatory funding be used for extended time
- Replace wage theft notification with a collective bargaining agreement
- Recognize a grace period is sometimes necessary for wage theft notification

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

MSBA/MASA Model Policy 533

Orig. 2005

Revised: \_\_\_\_\_

Rev. ~~2010~~ 2016

## 533 WELLNESS

*[Note: All school districts that participate in the National School Lunch and School Breakfast Programs ~~receive funding from the federal school lunch program~~ are required by the Healthy, Hunger-Free Kids Act of 2010 Child Nutrition and WIC Reauthorization Act of 2004 (“the Act”) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as, specific goals for nutrition promotion and education, and physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with operational responsibility for the implementation and oversight of the wellness policy to ensure ensuring the school district is in compliance with the policy. ~~The Act provides for technical assistance and information from the Secretary of Agriculture to aid state and local educational agencies and school food authorities in establishing healthy school nutrition environments, reducing childhood obesity, and preventing diet-related chronic diseases.]~~*

### I. PURPOSE

The purpose of this policy is to set forth methods ~~assure a school environment~~ that promotes student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards and ~~protects students’ health, well-being, and ability to learn by supporting healthy eating and physical activity.~~

### II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, and physical activity, and other school-based activities that promote student wellness ~~education~~ are essential components of the educational process and that good health fosters student attendance and learning ~~education~~.
- B. The school environment should promote ~~and protect~~ students’ health, well-being, and ability to learn by encouraging healthy eating and physical activity.

- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public students, parents, teachers, food service staff, and other interested persons in the development, implementation, and periodic review and update of the implementing, monitoring, and reviewing school district's wellness policy nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

### III. WELLNESS GOALS GUIDELINES

*[Note: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]*

#### A. Foods and Beverages

*[Note: The Act requires that school districts have nutrition guidelines, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing student obesity.]*

- 1. All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.
- 2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.
- 3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
- 4. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.



~~*[Note: The Act requires that the school district's wellness policy provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the Child Nutrition Act (42 U.S.C. 1771 et seq.) and sections 9(f)(1) and 17(a) of the National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a), as those regulations apply to schools.]*~~

- ~~5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.~~
- ~~6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.~~
- ~~7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.~~

**B. School Food Service Program/Personnel**

- ~~1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.~~
- ~~2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.~~
- ~~3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.~~

**C A. Nutrition Education and Promotion and Education**

~~*[Note: The Act requires that wellness policies include goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the school district determines is appropriate.]*~~

- ~~1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:~~

- a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
  - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
  - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/~~[snack]~~ lines, vending machines, fundraising events, concession stands, and student stores.
  3. ~~Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.~~

**D B.** Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**E C.** Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.



3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

#### IV. STANDARDS AND NUTRITION GUIDELINES

*[Note: The Act requires that school districts have standards, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. For foods and beverages sold to students during the school day on school campus, the Act requires that school districts also have nutrition guidelines.]*

##### A. School Meals

*[Note: The Act specifically requires that the wellness policy contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the meal requirements for lunches and after-school snacks set forth in 7 C.F.R. § 210.10 and the meal requirements for breakfasts set forth in 7 C.F.R. § 220.8.]*

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.

7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
  - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

*[Note: Healthy party ideas are available from the USDA.]*
  - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

*[Note: The Act requires that local school wellness policies identify the position of the local education agency or school official(s) responsible for the implementation and oversight of the local school wellness policy.]*

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

*[Note: The Act requires a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.]*

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

## VI. POLICY IMPLEMENTATION AND MONITORING

### A. Implementation and Publication

*[Note: The Act requires a description of the plan for measuring the implementation of the local school wellness policy.]*

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

*[Note: Per Minn. Stat. § 121A.215, when available, a school district must post its current local school wellness policy on its website.]*

### B. Annual Reporting

*[Note: The Act requires that school districts inform the public about the content and implementation of the local wellness policy and make the policy and any updates to the policy available to the public on an annual basis.]*

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

### C. Triennial Assessment



*[Note: The Act requires a triennial assessment of schools' compliance with the wellness policy. The Act also requires school districts to inform the public about progress toward meeting the goals of the wellness policy by making the triennial assessment available to the public in an accessible and easily understood manner.]*

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
  - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
  - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
  - c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

*[Note: The Act requires school districts to retain records to document compliance with the requirements of 7 C.F.R. § 210.30.]*

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

#### **IV. IMPLEMENTATION AND MONITORING**

~~*[Note: The Act requires that the wellness policy establish a plan for measuring implementation of the policy, including designation of at least one or more persons within the school district or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the requirements of the wellness policy.]*~~

- ~~A. After approval by the school board, the wellness policy will be implemented throughout the school district.~~
- ~~B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.~~
- ~~C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.~~
- ~~D. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.~~
- ~~E. The school district will post this wellness policy on its website, to the extent it maintains a website.~~

~~*[Note: The Food and Nutrition Service of the U.S. Department of Agriculture has proposed new rules regarding the implementation of local school wellness policies. The comment period for the proposed rules officially ended in June 2014; however, final rules have not yet been issued. New requirements, particularly regarding record keeping related to the school wellness policy may be required soon. MSBA will update this policy when final rules have been issued.]*~~

**Legal References:** Minn. Stat. § 121A.215 (Local School District Wellness Policy)  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
42 U.S.C. § 1758b (Local School Wellness Policy)  
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
7 C.F.R. § 210.10 (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

**Local Resources:** Minnesota Department of Education, [www.education.state.mn.us](http://www.education.state.mn.us)  
Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
County Health Departments  
Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)  
United States Department of Agriculture, [www.fns.usda.gov](http://www.fns.usda.gov)

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

MSBA/MASA Model Policy 533

Orig. 2005

Revised: \_\_\_\_\_

Rev. 2016

## 533 WELLNESS

*[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]*

### I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

### II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of the school district's wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

### III. WELLNESS GOALS

*[Note: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]*

#### A. Nutrition Promotion and Education

- 1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
  - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
  - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
  - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
- 2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

#### B. Physical Activity

- 1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;



2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. **STANDARDS AND NUTRITION GUIDELINES**

***[Note: The Act requires that school districts have standards, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. For foods and beverages sold to students during the school day on school campus, the Act requires that school districts also have nutrition guidelines.]***

A. School Meals

***[Note: The Act specifically requires that the wellness policy contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the meal requirements for lunches and after-school snacks set forth in 7 C.F.R. § 210.10 and the meal requirements for breakfasts set forth in 7 C.F.R. § 220.8.]***

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.

3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.

2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
  - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.  
  
*[Note: Healthy party ideas are available from the USDA.]*
  - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. **WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT**

A. Wellness Coordinator

***[Note: The Act requires that local school wellness policies identify the position of the local education agency or school official(s) responsible for the implementation and oversight of the local school wellness policy.]***

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

**B. Public Involvement**

***[Note: The Act requires a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.]***

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

**VI. POLICY IMPLEMENTATION AND MONITORING**

**A. Implementation and Publication**

***[Note: The Act requires a description of the plan for measuring the implementation of the local school wellness policy.]***

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

***[Note: Per Minn. Stat. § 121A.215, when available, a school district must post its current local school wellness policy on its website.]***

B. Annual Reporting

***[Note: The Act requires that school districts inform the public about the content and implementation of the local wellness policy and make the policy and any updates to the policy available to the public on an annual basis.]***

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

***[Note: The Act requires a triennial assessment of schools' compliance with the wellness policy. The Act also requires school districts to inform the public about progress toward meeting the goals of the wellness policy by making the triennial assessment available to the public in an accessible and easily understood manner.]***

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
  - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
  - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
  - c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

***[Note: The Act requires school districts to retain records to document compliance with the requirements of 7 C.F.R. § 210.30.]***

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

***Legal References:*** Minn. Stat. § 121A.215 (Local School District Wellness Policy)  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
42 U.S.C. § 1758b (Local School Wellness Policy)  
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
7 C.F.R. § 210.10 (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

***Local Resources:*** Minnesota Department of Education, [www.education.state.mn.us](http://www.education.state.mn.us)  
Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
County Health Departments  
Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)  
United States Department of Agriculture, [www.fns.usda.gov](http://www.fns.usda.gov)

**Verndale Public School**  
**ISD No. 0818**  
**FY2020 Revision II**  
**January 6, 2020**

General Fund	Projected	Actual as of 11/30/19
General Revenues	6,602,299.00	2,091,955.66
General Expenses		
Salaries & Wages	3,675,566.00	1,106,337.89
Employee Benefits	806,925.00	228,441.08
Purchased Services	989,435.00	323,783.93
Supplies & Materials	222,667.00	107,207.87
Capital Expenditures	368,382.00	274,101.51
Other Expenditures	96,318.00	36,781.37
Total General Fund Expenses	6,159,293.00	
<b>Projected General Fund Increase</b>		<b>443,006.00</b>
<b>Food Service Fund</b>		
Food Service Revenues	322,230.00	57,195.60
Food Service Expenses	329,385.00	99,994.40
<b>Projected Food Service Fund Decrease</b>		<b>(7,155.00)</b>
<b>Community Service Fund</b>		
Community Service Revenues	122,222.79	35,921.33
Community Service Expenses	119,972.79	36,445.07
<b>Projected Community Service Fund Increase</b>		<b>2,250.00</b>
<b>Debt Service Fund</b>		
Debt Service Revenues	432,646.47	88,896.66
Debt Service Expenses	430,498.00	82,248.75
<b>Projected Debt Service Fund Increase</b>		<b>2,148.47</b>

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

MSBA/MASA Model Policy 410

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2014~~ 2015

## **410 FAMILY AND MEDICAL LEAVE POLICY**

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

### **I. PURPOSE**

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

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

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

### **III. DEFINITIONS**

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. "Covered servicemember" means:

1. a 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 otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.



- C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee’s pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee’s fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district’s intention to rehire the employee after the break in service.
- D. “Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness.
- E. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember’s only next of kin.
- F. “Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
  2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
  2. to attend military events and related activities of a covered military member;
  3. to address issues related to childcare and school activities of a covered military member's child;
  4. to address financial and legal arrangements for a covered military member;
  5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
  6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
  7. to attend post-deployment activities related to a covered military member;
  8. to address parental care needs; and
  9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
  2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- I J. "Veteran" has the meaning given in 38 U.S.C. § 101.

#### IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
  - a. birth of the employee's child and to care for such child;
  - b. placement of an adopted or foster child with the employee;
  - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
  - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
  - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
  - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
  - b. in the case of a covered veteran who was a member of the Armed

Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

- (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
  - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
  - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
  - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or

reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who

does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

**B. Twelve-week Leave under State Law**

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. **SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education

assistants.

- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
  - 1. take leave for the entire period or periods of the planned medical treatment; or
  - 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
  - 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
  - 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
  - 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

## **VI. OTHER**

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.



- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

## VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. §§ 181.940-181.944 (Parenting Leave)  
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

**Cross References:** MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

Adopted: March 2001

MSBA/MASA Model Policy 413

Revised: October 5, 2015

Orig. 1995

Rev. 2015 2017

## 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, ~~gender~~, 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, ~~gender~~, 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, ~~gender~~, 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, **gender**, 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, **gender**, 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, **gender**, 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, **gender**, 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 gender 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, ~~gender~~, 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 Katrin Tackmann as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.<sup>1</sup>
- 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.

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<sup>1</sup> In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.



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, ~~and~~ 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)

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

MSBA/MASA Model Policy 414

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2016~~ 2019

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

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

**III. DEFINITIONS**

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.

- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:
1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health **care**, medical **care**, or other care required for the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
  2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
  3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
  4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
  5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
  6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. **4 6**, Clause (5);
  7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
  8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease

where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

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

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

- H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- I. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- J. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, as well as sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

*[Note: The inclusion of sex trafficking becomes effective on May 29, 2017.]*

- K. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- L. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical



custody of a child has been involuntarily transferred to another.

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred ~~and that~~ may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false

report may result in discipline. The court may also award attorney's fees.

***[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]***

## **V. INVESTIGATION**

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

## **VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## **VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

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

## **VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)  
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory

Offenders)

Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)

Minn. Stat. § 260C.007, Subd. 4 6, Clause (5) (Child in Need of Protection)

Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)

Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)

Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)

Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)

Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)

Minn. Stat. § 609.379 (Reasonable Force)

Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)

Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)

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

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



Confidential Student Maltreatment Reporting Form

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

MDE File #: \_\_\_\_\_ (MDE staff use only)

REPORTER (name of person completing form) Reporter is confidential under Minnesota Statutes, section 626.556.

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ Mandated Reporter: Yes \_\_\_ No \_\_\_
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

SCHOOL INFORMATION

ISD #: \_\_\_\_\_ School District: \_\_\_\_\_ Program Name: \_\_\_\_\_
School Name: \_\_\_\_\_ Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_
Principal/Director: \_\_\_\_\_ Phone: \_\_\_\_\_ (Ext): \_\_\_\_\_
Transportation Company (if necessary): Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

ALLEGED VICTIM (Complete one reporting form for each alleged victim)

Name: \_\_\_\_\_ Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_
Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_
Gender: Male \_\_\_ Female \_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Ethnicity: \_\_\_\_\_
Special Education: Yes \_\_\_ No \_\_\_ Disability Description: \_\_\_\_\_ State Student ID: \_\_\_\_\_

ALLEGED OFFENDER

Name: \_\_\_\_\_ Position: \_\_\_\_\_ DOB: \_\_\_\_\_ Gender: Male \_\_\_ Female \_\_\_
Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_
Ethnicity: \_\_\_\_\_ Phone: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_
Licensed: Yes \_\_\_ No \_\_\_ If licensed, name of licensing board: \_\_\_\_\_ Folder #: \_\_\_\_\_

INCIDENT

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location (i.e. - bus, classroom): \_\_\_\_\_
Address (if different than school): \_\_\_\_\_ County: \_\_\_\_\_
Witness Contact Information: \_\_\_\_\_
Police Notified: Yes \_\_\_ No \_\_\_ Police Department: \_\_\_\_\_
Police Contact: \_\_\_\_\_ Phone: \_\_\_\_\_ Case No.: \_\_\_\_\_

Alleged Maltreatment: Physical Abuse \_\_\_ Sexual Abuse \_\_\_ Neglect \_\_\_ Unknown \_\_\_ Injury: Yes \_\_\_ No \_\_\_ Unknown \_\_\_

Description of Incident and Injury: (please attach additional page if needed).

Minnesota Department of Education
Student Maltreatment Program
1500 Highway 36 West, Roseville, MN 55113-4266
Reporting Line: 651-582-8546 Fax: 651-797-1601
Email: mde.student-maltreatment@state.mn.us

June 2016

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

MSBA/MASA Model Policy 415

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2009~~ 2015

## 415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

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

### I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. ~~It shall be a~~ A violation of this policy occurs when ~~for~~ any school personnel ~~to~~ fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

### III. DEFINITIONS

- A. “Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.

- D. "Abuse" means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.
- E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services ~~at or from a licensed facility which serves adults as set forth in Minn. Stat. § 626.5572, Subd. 21(a)(2) required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2);~~ (3) receives services from a licensed home care provider or ~~home care provider service person or organization that offers, provides, or arranges for personal care assistance services under the~~



medical assistance program; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

- G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

#### IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the ~~designated county entity~~ common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.



- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

## V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

## VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)  
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
Minn. Stat. §§ 609.221-609.224 (Assault)  
Minn. Stat. § 609.234 (Crimes Against the Person)  
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)  
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Stat. § 626.5572 (Definitions)  
*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 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)

Adopted: June 9, 1992

Revised: September 29, 2014

MSBA/MASA Model Policy 616

Orig. 1997

Rev. 2019

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]*

### I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students

attain career and college readiness before graduating from high school; and have all students graduate from high school.

#### IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

##### A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).

2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

2 3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

*[Insert Local Cycle in this space]*

##### C. Implementation of Graduation Requirements

1. The ~~school board shall appoint a Graduation Standards Implementation Committee which~~ Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of ~~this~~ the Advisory eCommittee shall be published annually to the community. The school

board shall receive public input and comment and shall adopt or update this policy at least annually. ~~The Graduation Standards Implementation Committee [will/will not] be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.~~

~~[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]~~

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the ~~Graduation Standards Implementation~~ Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The ~~Graduation Standards Implementation~~ Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. ~~Advisory Committee for~~ Comprehensive Continuous Improvement of Student Achievement

1. By [November 15 ~~date~~] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota **Graduation Academic Standards**;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
  - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
  - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of **at least** two-thirds community representatives and shall reflect the diversity of the community. **To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers.**

parents, support staff, students, and other community residents. Included in its membership should be:

- a. The Director of Curriculum (or similar educational leader)
- b. Principal
- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from “a.” above)

*[Note: This Advisory Committee composition is a model only.]*

5. Translation services should be provided to the extent appropriate and practicable.
6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.  
*November*

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.  
*November*

Month(s): Review evaluation results and prepare recommendations.  
*Nov/ April*

Month: Present recommendations to the school board for its input and approval.  
*April*

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student

achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
  
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.35 (Student Achievement Levels)  
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)



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

MSBA/MASA Model Policy 806

Orig. 1999

Revised: \_\_\_\_\_

Rev. 2014

## 806 CRISIS MANAGEMENT POLICY

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

### I. PURPOSE

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

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

### II. GENERAL INFORMATION

#### A. The Policy and Plans

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

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

B. Elements of the District Crisis Management Policy

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

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

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

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

the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

***[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]***

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

***[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]***

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

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

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

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

### 3. School Emergency Response Teams

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

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

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

## III. PREPARATION BEFORE AN EMERGENCY

### A. Communication

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

building-specific crisis management plans and shall receive periodic training on plan implementation.

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

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

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

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

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

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

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

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

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

C. Facility Diagrams and Site Plans

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

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

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

*responders.]*

D. Emergency Telephone Numbers

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

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

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

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

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

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

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early

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

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

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

G. Media Procedures

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

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

H. Behavioral Health Crisis Intervention Procedures

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

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



5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

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

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

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

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

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

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage

- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

**V. MISCELLANEOUS PROCEDURES**

A. Chemical Accidents

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

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

B. Visitors

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

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

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

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

*[Note: The ~~No-Child-Left-Behind~~ Every Student Succeeds Act, 20 U.S.C. § 6301, et seq.; Title IX, 20 U.S.C. § 1681, et seq.; and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.]*

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

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

**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)  
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)  
Minn. Rules Ch. 7511 (Fire Safety)  
20 U.S.C. § 1681, et seq. (Title IX)  
20 U.S.C. § 6301, et seq. (~~No-Child-Left-Behind~~ Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

**Independent School District No. 818  
(Verndale Public Schools), Minnesota  
Post-Issuance Debt Compliance Policy**

The School Board (the “Board”) of Independent School District No. 818 (Verndale Public Schools), Minnesota (the “District”) has chosen, by policy, to take steps to help ensure that all obligations will be in compliance with all applicable federal regulations. This policy may be amended, as necessary, in the future.

**Background**

The Internal Revenue Service (IRS) is responsible for enforcing compliance with the Internal Revenue Code (the “Code”) and regulations promulgated thereunder (“Treasury Regulations”) governing certain obligations (for example: tax-exempt obligations, Build America Bonds, Recovery Zone Development Bonds and various “Tax Credit” Bonds). The IRS encourages issuers and beneficiaries of these obligations to adopt and implement a post-issuance debt compliance policy and procedures to safeguard against post-issuance violations.

**Post-Issuance Debt Compliance Policy Objective**

The District desires to monitor these obligations to ensure compliance with the Code and Treasury Regulations. To help ensure compliance, the District has developed the following policy (the “Post-Issuance Debt Compliance Policy”). The Post-Issuance Debt Compliance Policy shall apply to the obligations mentioned above, including bonds, notes, loans, lease purchase contracts, lines of credit, commercial paper or any other form of debt that is subject to compliance.

**Post-Issuance Debt Compliance Policy**

The Business Manager is designated as the District’s agent who is responsible for post-issuance compliance of these obligations.

The Business Manager shall assemble all relevant documentation, records and activities required to ensure post-issuance debt compliance as further detailed in corresponding procedures (the “Post-Issuance Debt Compliance Procedures”). At a minimum, the Post-Issuance Debt Compliance Procedures for each qualifying obligation will address the following:

1. General post-issuance compliance;
2. Proper and timely use of obligation proceeds and obligation-financed property;
3. Arbitrage yield restriction and rebate;
4. Timely filings and other general requirements;
5. Additional undertakings or activities that support points 1 through 4 above;
6. Maintenance of proper records related to the obligations and the investment of proceeds of obligations;
7. Other requirements that become necessary in the future.

The Business Manager shall apply the Post-Issuance Debt Compliance Procedures to each qualifying obligation and maintain a record of the results. Further, the Business Manager will ensure that the Post-Issuance Debt Compliance Policy and Procedures are updated on a regular and as needed basis.

The Business Manager or any other individuals responsible for assisting the Business Manager in maintaining records needed to ensure post-issuance debt compliance, are authorized to expend funds as needed to attend training or secure use of other educational resources for ensuring compliance such as consulting, publications, and compliance assistance.

Most of the provisions of this Post-Issuance Debt Compliance Policy are not applicable to taxable governmental obligations unless there is a reasonable possibility that the District may refund their taxable governmental obligation, in whole or in part, with the proceeds of a tax-exempt governmental obligation. If this refunding possibility exists, then the Business Manager shall treat the taxable governmental obligation as if such issue were an issue of tax-exempt governmental obligations and comply with the requirements of this Post-Issuance Debt Compliance Policy.

#### **Private Activity Bonds**

The District may issue tax-exempt obligations that are “private activity” bonds because either (1) the bonds finance a facility that is owned by the District but used by one or more qualified 501(c)(3) organizations, or (2) the bonds are so-called “conduit bonds”, where the proceeds are loaned to a qualified 501(c)(3) organization or another private entity that finances activities eligible for tax-exempt financing under federal law (such as certain manufacturing projects and certain affordable housing projects). Prior to the issuance of either of these types of bonds, the Business Manager shall take steps necessary to ensure that such obligations will remain in compliance with the requirements of this Post-Issuance Debt Compliance Policy.

In a case where compliance activities are reasonably within the control of a private party (i.e., a 501(c)(3) organization or conduit borrower), the Business Manager may determine that all or some portion of compliance responsibilities described in this Post-Issuance Debt Compliance Policy shall be assigned to the relevant party. In the case of conduit bonds, the conduit borrower will be assigned all compliance responsibilities other than those required to be undertaken by the District under federal law. In a case where the Business Manager is concerned about the compliance ability of a private party, the Business Manager may require that a trustee be retained to assist with record keeping for the obligation and/or that the trustee or such third party be responsible for all or some portion of the compliance responsibilities.

The Business Manager is additionally authorized to seek the advice, as necessary, of bond counsel and/or its financial advisor to ensure the District is in compliance with this Post-Issuance Debt Compliance Policy.

Adopted this date                      by the School Board of Independent School  
District No. 818 (Verndale Public Schools), Minnesota

**Independent School District No. 818  
(Vernadale Public Schools), Minnesota  
Post-Issuance Debt Compliance Procedures**

The School Board (the “Board”) of Independent School District No. 818 (Vernadale Public Schools), Minnesota (the “District”) has adopted the attached Post-Issuance Debt Compliance Policy dated [REDACTED]. The Post-Issuance Debt Compliance Policy applies to qualifying debt obligations issued by the District. As directed by the adoption of the Post-Issuance Debt Compliance Policy, the Business Manager will perform the following Post-Issuance Debt Compliance Procedures for all of the District’s outstanding debt.

**1. General Post-Issuance Compliance**

- a. Ensure written procedures and/or guidelines have been put in place for individuals to follow when more than one person is responsible for ensuring compliance with Post-Issuance Debt Compliance Procedures.
- b. Ensure training and/or educational resources for post-issuance compliance have been approved and obtained.
- c. The Business Manager understands that there are options for voluntarily correcting failures to comply with post-issuance compliance requirements (such as remedial actions under Section 1.141-12 of the Treasury Regulations and the ability to enter into a closing agreement under the Tax-Exempt Bonds Voluntary Closing Agreement Program described in Notice 2008-31 (the “VCAP Program”).

**2. General Recordkeeping**

- a. Retain records and documents for the obligation and all obligations issued to refund the obligation for a period of at least seven years following the final payment of the obligation (or if such obligation is refunded, the final payment of the refunding bond) unless otherwise directed by the District’s bond counsel.
- b. Retain both paper and electronic versions of records and documents for the obligation.
- c. General records and documentation to be assembled and retained
  - i. Description of the purpose of the obligation (referred to as the project) and the state statute authorizing the project.
  - ii. Record of tax-exempt status or revocation of tax-exempt status, if applicable.
  - iii. Any correspondence between the District and the IRS.
  - iv. Audited financial statements.
  - v. Bond transcripts, official statements and other offering documents of the obligation.
  - vi. Minutes and resolutions authorizing the issuance of the obligation.
  - vii. Certifications of the issue price of the obligation.

- viii. Any formal elections for the obligation (i.e. election to employ an accounting methodology other than the specific tracing method).
- ix. Appraisals, demand surveys, or feasibility studies for property financed by the obligation.
- x. Documents related to governmental grants, associated with construction, renovation or purchase of property financed with the obligation.
- xi. Reports of any prior IRS examinations of the District or the District's obligation.

### 3. Arbitrage Yield Restriction and Rebate Recordkeeping

- a. Investment and arbitrage documentation to be assembled and retained
  - i. An accounting of all deposits, expenditures, interest income and asset balances associated with each fund established in connection with the obligation. This includes an accounting of all monies deposited to the Debt Service Account to make debt service payments on the obligation, regardless of the source derived. Accounting for expenditures and assets is described in further detail in Section 4.
  - ii. Statements prepared by Trustee or Investment Provider.
  - iii. Documentation of at least quarterly allocations of investments and investment earnings to each obligation (i.e. uncommingling analysis).
  - iv. Documentation for investments made with obligation proceeds such as:
    - 1. Investment contracts (i.e. guaranteed investment contracts).
    - 2. Credit enhancement transactions (i.e. bond insurance contracts).
    - 3. Financial derivatives (swaps, caps, etc).
    - 4. Bidding of financial products.
      - Investments acquired with obligation proceeds are purchased at fair market value (i.e. three bids for open market securities needed in advance refunding escrows).
- b. Computations of the arbitrage yield.
- c. Computations of yield restriction and rebate amounts including but not limited to:
  - i. Compliance in meeting the "Temporary Period from Yield Restriction Exception" and limiting the investment of funds after the temporary period expires.
  - ii. Compliance in meeting the "Rebate Exception".
    - 1. Qualifying for the "Small Issuer Exception"
    - 2. Qualifying for a "Spending Exception"
      - 6 Month Spending Exception
      - 18 Month Spending Exception
      - 24 Month Spending Exception
    - 3. Qualifying for the "Bona Fide Debt Service Fund Exception"



4. Quantifying arbitrage on all funds established in connection with the obligation in lieu of satisfying arbitrage exceptions (including Reserve Funds and Debt Service Funds)
  - d. Computations of yield restriction and rebate payments.
  - e. Timely Tax Form 8038-T filing, if applicable.
    - i. Remit any arbitrage liability associated with the obligation to the IRS at each five year anniversary date of the obligation, and the date in which the obligation is no longer outstanding (redemption or maturity date), whichever comes sooner, within 60 days of said date.
  - f. Timely Tax Form 8038-R filing, if applicable.
  - g. Procedures or guidelines for monitoring instances where compliance with applicable yield restriction requirements depends on subsequent reinvestment of obligation proceeds in lower yielding investments (for example: reinvestment in zero coupon SLGS).
4. Expenditure and Asset Documentation to be Assembled and Retained
- a. Documentation of allocations of obligation proceeds to expenditures (i.e. allocation of proceeds to expenditures for the construction, renovation or purchase of facilities owned and used in the performance of exempt purposes).
    - i. Such allocation will be done not later than the earlier of:
      - eighteen (18) months after the later of the date the expenditure is paid, or the date the project, if any, that is financed by the tax-exempt bond issue is placed in service; or
      - the date sixty (60) days after the earlier of the fifth anniversary of the issue date of the tax-exempt bond issue, or the date sixty (60) days after the retirement of the tax-exempt bond issue.
  - b. Documentation of allocations of obligation proceeds to issuance costs.
  - c. Copies of requisitions, draw schedules, draw requests, invoices, bills and cancelled checks related to obligation proceed expenditures during the construction period.
  - d. Copies of all contracts entered into for the construction, renovation or purchase of facilities financed with obligation proceeds.
  - e. Records of expenditure reimbursements incurred prior to issuing bonds for facilities financed with obligation proceeds (Declaration of Official Intent/Reimbursement Resolutions including all modifications).
  - f. List of all facilities and equipment financed with obligation proceeds.
  - g. Depreciation schedules for depreciable property financed with obligation proceeds.
  - h. Documentation that tracks the purchase and sale of assets financed with obligation proceeds.
  - i. Documentation of timely payment of principal and interest payments on the obligation.

- j. Tracking of all issue proceeds and the transfer of proceeds into the debt service fund as appropriate.
- k. Documentation that excess earnings from a Reserve Fund is transferred to the Debt Service Fund on an annual basis. Excess earnings are balances in a Reserve Fund that exceed the Reserve Fund requirement.

5. Miscellaneous Documentation to be Assembled and Retained

- a. Ensure that the project, while the obligation is outstanding, will avoid IRS private activity concerns.
  - i. The Business Manager shall monitor the use of all obligation-financed facilities in order to:
    - determine whether private business uses of obligation-financed facilities have exceeded the *de minimus* limits set forth in Section 141(b) of the Code as a result of sale of the facilities (including sale of capacity rights, leases and subleases of facilities (including easements or use arrangements for areas outside the four walls, e.g., hosting of cell phone towers), leasehold improvement contracts, licenses, management contracts (in which the District authorizes a third party to operate a facility, e.g. cafeteria), research contracts, preference arrangements (in which the District permits a third party preference, such as parking in a public parking lot), joint ventures, limited liability companies or partnership arrangements, output contracts or other contracts for use of utility facilities (including contracts with large utility users), development agreements which provide for guaranteed payments or property values from a developer, grants or loans made to private entities (including special assessment agreements), naming rights agreements, or other arrangements that provide special legal entitlements to nongovernmental persons; and
    - determine whether private security or payments that exceed the *de minimus* limits set forth in Section 141(b) of the Code have been provided by nongovernmental persons with respect to such obligation-financed facilities.
  - ii. The Business Manager shall provide training and educational resources to any District staff that have the primary responsibility for the operation, maintenance, or inspection of obligation-financed facilities with regard to the limitations on the private business use of obligation-financed facilities and as to the limitations on the private security or payments with respect to obligation-financed facilities.
- b. The Business Manager shall undertake the following with respect to the obligations:
  - i. an annual review of the books and records maintained by the District with respect to such obligations; and

- ii. an annual physical inspection of the facilities financed with the proceeds of such obligations, conducted by the Business Manager with the assistance of any District staff who have the primary responsibility for the operation, maintenance, or inspection of such obligation-financed facilities.
- c. Changes in the project that impact the terms or commitments of the obligation are properly documented and necessary certificates or opinions are on file.

6. Additional Undertakings and Activities that Support Sections 1 through 5 above:

- a. The Business Manager will notify the District's bond counsel, financial advisor and arbitrage provider of any survey or inquiry by the IRS immediately upon receipt (Usually responses to IRS inquiries are due within 21 days of receipt. Such IRS responses require the review of the above mentioned data and must be in writing. As much time as possible is helpful in preparing the response).
- b. The Business Manager will consult with the District's bond counsel, financial advisor and arbitrage provider before engaging in post-issuance credit enhancement transactions (i.e. bond insurance, letter of credit, or hedging transactions (i.e. interest rate swap, cap).
- c. The Business Manager will monitor all "qualified tax-exempt debt obligations" within the first calendar year to determine if the limit is exceeded, and if exceeded, will address accordingly. For tax-exempt debt obligations issued during years 2009 and 2010, the limit is \$30,000,000 (The limit was \$10,000,000 prior to 2009. In 2011 and thereafter it will remain at \$10,000,000 unless changed by Congress). During this period, the limit also applies to pooled financings of the governing body and provides a separate \$30,000,000 for each 501 (c)(3) conduit borrower.
- d. Comply with Continuing Disclosure Requirements.
  - i. If applicable, the timely filing of annual information agreed to in the Continuing Disclosure Certificate.
  - ii. Give notice of any Material Event.
- e. Identify any post-issuance change to terms of bonds which could be treated as a current refunding of "old" bonds by "new" bonds, often referred to as a "reissuance".
- f. The Business Manager will consult with the District's bond counsel prior to any sale, transfer, change in use or change in users of obligation-financed property which may require "remedial action" under applicable Treasury Regulations or resolution pursuant to the VCAP Program.

A remedial action has the effect of curing a deliberate action taken by the District which results in satisfaction of the private business test or private loan test. Remedial actions under Section 1.141-12(d)(e) and (f) include the

redemption of non-qualified bonds and alternative uses of proceeds or the facility (i.e. use for a qualified purpose instead).

- g. The Business Manager will ensure that the appropriate tax form for federal subsidy payments is prepared and filed in a timely fashion for applicable obligations (i.e. Build America Bonds).

#### 7. Compliance with Future Requirements

- a. Take measures to comply with any future requirements issued beyond the date of these Post-Issuance Debt Compliance Procedures which are essential to ensuring compliance with the applicable state and federal regulations.

**122A.48 TEACHER EARLY RETIREMENT INCENTIVE PROGRAM.**

Subdivision 1. **Teacher defined.** For purposes of this section, "teacher" means a teacher as defined in section 122A.15, subdivision 1, who:

- (a) is employed in a public elementary or secondary school in the state and
- (b) either

(1)(i) has at least 15 total years of full-time teaching service in elementary, secondary, and technical colleges, or at least 15 years of allowable service as defined in sections 354.05, subdivision 13; 354.092; 354.093; 354.094; 354.53; 354.66; 354A.011, subdivision 4; 354A.091; 354A.092; 354A.093; 354A.094; or Laws 1982, chapter 578, article II, section 1 and

(ii) has or will have attained the age of 55 years but less than 65 years as of the June 30 in the school year during which an application for an early retirement incentive is made, or

(2) has at least 30 total years of full-time teaching service in elementary, secondary, and technical colleges, or at least 30 years of allowable service as defined in sections 354.05, subdivision 13; 354.092; 354.093; 354.094; 354.53; 354.66; 354A.011, subdivision 4; 354A.091; 354A.092; 354A.093; 354A.094; or Laws 1982, chapter 578, article II, section 1.

Subd. 2. **Retirement.** For purposes of this section, "retirement" means termination of services in the employing district and withdrawal from active teaching service.

Subd. 3. **Employment exemptions for retired teachers.** Notwithstanding the provisions of subdivision 2, a teacher who has entered into an agreement for termination of services and withdrawal from active teaching service with an early retirement incentive may be employed as a substitute teacher, behind-the-wheel instructor, or coach after retirement.

Subd. 4. **Unemployment benefits.** Any amount of unemployment benefits that the teacher receives and for which the district is required to pay into the unemployment insurance program trust fund pursuant to section 268.052, subdivision 1, may be deducted by the district from the amount of the teacher's early retirement incentive or recovered by the district from the teacher up to the amount of the early retirement incentive.

Subd. 5. **Applications.** A teacher meeting the requirements of subdivision 1 may apply to the school board of the employing district for a contract for termination of services, withdrawal from active teaching service, and payment of an early retirement incentive. This application must be submitted on or before February 1 of the school year at the end of which the teacher wishes to retire. A school board must approve or deny the application within 30 days after it is received by the board. The amount of the early retirement incentive shall be agreed upon between the teacher and the school board. The early retirement incentive shall be paid by the employing district at the time and in the manner mutually agreed upon by a teacher and the board.

**History:** 1980 c 609 art 6 s 28; 1981 c 358 art 8 s 3-8; 1982 c 548 art 4 s 11; 1983 c 67 s 1; 1983 c 314 art 10 s 4,5; 1984 c 463 art 7 s 15; 1986 c 444; 1987 c 258 s 12; 1987 c 398 art 7 s 30-32; 1989 c 246 s 2; 1994 c 465 art 2 s 13; 1994 c 488 s 8; 1996 c 412 art 13 s 24; 1997 c 66 s 79,80; 1998 c 397 art 8 s 85,86,101; art 11 s 3; 1999 c 107 s 66; 2000 c 343 s 4; 2011 c 27 s 1; 2014 c 272 art 3 s 18

**MEMORANDUM OF UNDERSTANDING**

**WHEREAS**, the Verndale Education Association and the International Union of Operating Engineers, Local 70 (hereinafter "the Unions"), are the certified exclusive representatives for a number of classifications, including licensed teachers, bus drivers, custodians, and educational assistants, employed by Independent School District No. 818 (hereinafter "the District");

**WHEREAS**, there are in existence Collective Bargaining Agreements between the Union and the District covering the timeframe of January 1, 2019 to December 31, 2021.

**WHEREAS**, the District wishes to offer all employees of the District, union and non-union, a one-time "District Performance Stipend" in an equal amount to all employees; and

**WHEREAS**, the parties agree that the "District Performance Stipend" will apply only to the 2019/2020 fiscal year, and that the District is not obligated to provide a stipend in subsequent years.

**BE IT HEREBY RESOLVED**, the parties agree as follows:

- A. If the District is able to maintain a \$200,000 margin of revenue over expense at the end of the fiscal year 2019, a "District Performance Stipend" will be paid to every employee of District. If the District is not able to maintain this ratio, the District Performance Stipend will not be paid.
- B. The District Performance Stipend will be in the amount of \$500.00 per employee who remained employed by the District throughout fiscal year 2019.
- C. The District Performance Stipend is a one-time payment and the District is not obligated to provide the stipend in subsequent years.

**INTERNATIONAL UNION OF OPERATING ENGINEERS, LOCAL NO.70**

BY: \_\_\_\_\_  
Business Agent

Dated: \_\_\_\_\_

**VERNDALE EDUCATION ASSOCIATION**

BY: \_\_\_\_\_  
VEA President

Dated: \_\_\_\_\_

VERNDALE PUBLIC SCHOOLS, ISD NO. 818,

BY: \_\_\_\_\_  
School Board Chairperson

Dated: \_\_\_\_\_

**RESOLUTION RELATING TO 2019-2020 OPEN ENROLLMENT  
(Effective January 20, 2020)**

Member \_\_\_\_\_ introduced the following resolution and moved its adoption at the January 6, 2020 regular board meeting:

WHEREAS the State of Minnesota has established an open enrollment program permitting students to attend nonresident districts pursuant to the limitations of Minnesota Statutes § 124D.03, and

WHEREAS the State of Minnesota has also established criteria for school districts to limit open enrollment applications based on district-wide grade level capacity, class, program, and school building capacity, and

WHEREAS the administration has determined that additional development and enrollment increases at Verndale High School have resulted in lack of space availability,

BE IT THEREFORE RESOLVED that for purposes of open enrollment, the following grade level cap will be in effect for the remainder of the 2019-2020 school year, Grade 7 capped at 56;

The motion for the adoption of the foregoing resolution was duly seconded by member \_\_\_\_\_ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.



## RESOLUTION RELATING TO 2020-2021 OPEN ENROLLMENT

Member \_\_\_\_\_ introduced the following resolution and moved its adoption at the January 6, 2020 regular board meeting:

WHEREAS the State of Minnesota has established an open enrollment program permitting students to attend nonresident districts pursuant to the limitations of Minnesota Statutes § 124D.03, and

WHEREAS the State of Minnesota has also established criteria for school districts to limit open enrollment applications based on district-wide grade level capacity, class, program, and school building capacity, and

WHEREAS the administration has determined that additional development and anticipated enrollment increases at Verndale Elementary and High School have resulted in lack of space availability,

BE IT THEREFORE RESOLVED that for purposes of open enrollment, the following grade level caps will be in effect for the 2020-2021 school year, Grades K-12 capped at 56;

The motion for the adoption of the foregoing resolution was duly seconded by member \_\_\_\_\_ and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

The school board is directing the administration to continue to pick up open enrolled students on existing bus routes and not extend bus routes any additional distance from the school to pick up new open enrolled students.

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

RESOLUTION DIRECTING THE ADMINISTRATION  
TO MAKE RECOMMENDATIONS FOR REDUCTIONS  
IN PROGRAMS AND POSITIONS AND REASONS  
THEREFOR.

WHEREAS, there has been a reduction in student enrollment that may require the school district to reduce expenditures immediately, and

WHEREAS, this decrease in student enrollment may include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 818, as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions and, as a result of a possible reduction in enrollment, make recommendations to the school board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.



Verndale School Board / Mr. Brownlow,

I would like to recommend accepting the Garbage & Recycling quote from Waste Management Inc.

Thank-you, Wade Kern

Transportation / Building & Grounds

## Summary of Garbage & Recycling Service Quotes

**G & T Sanitation - \$1,114.54**

**Long Prairie Sanitation - \$1,106.30**

**Waste Management - \$ 882.34**



Waste Management of Minnesota, Inc.  
 W132 N10487 Grant Drive  
 Germantown, WI, 53022  
 (888) 960-0008

WM Agreement # S0012068018  
 Customer ID 8-30449-03009  
 Acct. Name VERDALE SCHOOL DISTRICT 818  
 Salesperson Jennifer Avilla  
 Effective Date 2/1/2020  
 Last PI Date 01/24/2019

## Service Agreement Non-Hazardous Waste Service Summary

### Service Information

Name VERDALE SCHOOL DISTRICT 818 Contact WADE KERN  
 Address 411 SW BROWN ST Telephone # (218) 445-5184  
 City State Zip VERDALE, MN 56481-3000 Fax #  
 County/Parish WADENA Email wkern@vps.verndale.k12.mn.us

### Billing Information

Name VERDALE SCHOOL DISTRICT 818 Contact WADE KERN  
 Address 411 BROWN ST S Telephone # (218) 445-5184  
 City State Zip VERDALE, MN 56481-3000 Fax #  
 County/Parish 4WADE Email wkern@vps.verndale.k12.mn.us  
 PO#

Customer Comments: Monthly total may fluctuate due to fuel. After tax & RMO - the monthly total would be less than \$884.00 per month. No increase to base rate during the 12 month service agreement term // 50% off next invoice with updated service agreement // NO AUTOMATIC RENEWAL - 30 DAY NOTICE BY REGULAR MAIL IS REQUESTED TO CANCEL

### Service Description & Recurring Rates

Quantity	Equipment	Material Stream	Frequency	Base Rate	
2	8 Yard REL	MSW Commercial	1xPer Week	Fuel & Environmental/RCR	\$ 284.07 \$ 112.32 *

Current rate for Extra Pickup (per Lift): \$ 248.00 Current FSC 14.63%, EVC 17.50%, RCR 3.60% MONTHLY TOTAL : \$ 398.39 \*

Quantity	Equipment	Material Stream	Frequency	Base Rate	
9	96 Gallon REL Recycling Toter	Recycle Material	1xEvery Other Week (Even)	Fuel & Environmental/RCR	\$ 63.49 \$ 25.10 *

Current rate for Extra Pickup (per Lift): \$ 120.00 Current FSC 14.63%, EVC 17.50%, RCR 3.60% MONTHLY TOTAL : \$ 88.59 \*

Quantity	Equipment	Material Stream	Frequency	Base Rate	
1	8 Yard FEL Recycling	Recycle Material	1xEvery Other Week (Even)	Fuel & Environmental/RCR	\$ 64.95 \$ 25.68 *

Current rate for Extra Pickup (per Lift) \$ 248.00 Current FSC 14.63%, EVC 17.50%, RCR 3.60% MONTHLY TOTAL : \$ 90.63 \*

\*Continued on next Page



Waste Management of Minnesota, Inc.  
 W132 N10487 Grant Drive  
 Germantown, WI, 53022  
 (888) 960-0008

WM Agreement # S0012068018  
 Customer ID 700-26010  
 Acct. Name VERNDALE SCHOOL DISTRICT 818  
 Salesperson Jennifer Avilla  
 Effective Date 2/1/2020  
 Last PI Date 01/24/2019

## Service Agreement Non-Hazardous Waste Service Summary

### Service Description & Recurring Rates

Quantity	Equipment	Material Stream	Frequency	Base Rate	
9	96 Gallon REL Recycling Toter	Recycle Material	1xEvery Other Week (Even)	Fuel & Environmental/RCR	\$ 0.00 \$ 0.00 *

Current rate for Extra Pickup (per Lift): \$ 120.00

Current FSC 14.63%, EVC 17.50%, RCR 3.60%

**MONTHLY TOTAL :** \$ 0.00 \*

Quantity	Equipment	Material Stream	Frequency	Base Rate	
1	6 Yard FEL	MSW Commercial	1xPer Week	Fuel & Environmental/RCR	\$ 115.00 \$ 45.47 *

Current rate for Extra Pickup (per Lift) \$ 216.00

Current FSC 14.63%, EVC 17.50%, RCR 3.60%

**MONTHLY TOTAL :** \$ 160.47 \*

Customer's Waste Materials not to exceed an average weight of lbs/yard.

Administrative Charge \$ 6.50 \*  
**MONTHLY GRAND TOTAL \$ 742.58 \***

#### Initial One Time Service Charges\*

#### As Needed Services\*

The above listed Charges are for recurring services only. Charges for all additional services will be at current rates at the time of service. These include but are not limited to: extra pickups, container removal, overages and contamination. Contact Waste Management for a full list of such additional services and current prices.

\*Fuel Surcharge ("FSC"), Environmental Charge ("EVC"), and Regulatory Cost Recovery Charge ("RCR") apply to all other Charges whether or not listed on this summary. Any FSC, EVC and RCR amounts shown in this Service Summary are estimated based on current percentages (as set forth herein), and actual amounts will be calculated at the time of invoicing based on current applicable percentages. Information about these charges and their calculation can be found at [www.wm.com/billhelp](http://www.wm.com/billhelp). State & Local taxes, and/or fees and a Recycle Material Offset, if applicable, will also be added to the Charges. An Administrative Charge per invoice will be assessed and can be removed by enrolling in paperless statements and automated payments.

This Agreement does not provide for a fixed price during the Contract Term. Unless specifically provided otherwise herein, Customer should expect Company to increase Charges as allowed by Section 4(b) and Company to seek other price increases subject to Customer's consent under Section 4(c) of this Agreement. Consent to price increases may be given orally, in writing, or by notice and Customer's payment of, or failure to object to, the price increase.

**Contract Term is for 1 year(s) from the Effective Date ('Initial Term') and it shall automatically renew thereafter for additional terms of 12 months ('Renewal Term') unless terminated as set forth herein.**

The individual signing this agreement on behalf of customer acknowledges that he/she has read and accepts the terms and conditions of this agreement which accompany this service summary sheet and that he/she has the authority to sign on behalf of the customer.

Customer Signature \_\_\_\_\_ Printed Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Company Waste Management of Minnesota, Inc. \_\_\_\_\_ Waste Management Sales Rep. \_\_\_\_\_  
 Printed Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Terms and Conditions on following page(s)



## Lakes Country Service Cooperative

1001 E. Mt. Faith

Fergus Falls, MN 56537

*Jeremy Kovash, Executive Director*

### Services Agreement

This agreement, made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2019 by and between Lakes Country Service Cooperative, a public corporation ("LCSC"), and Verndale School District, ISD #818 centrally located in Verndale, Minnesota, ("school"), witnesseth:

In consideration of the mutual promises and agreements hereinafter set forth the parties do hereby agree as follows:

1. **Service.** The school agrees to purchase from LCSC, and LCSC agrees to provide the school, the following service:

Business Management services in support of the school district's business management, as described in the attachment to this agreement.

2. **LCSC's Responsibilities:**

In addition to any other obligations described herein, LCSC shall:

Authorize and direct the Business Management Program to provide the services described herein to the school;

Assign one School Business Manager to provide services over the course of 1 visit per week or as agreed upon in consultation with the Superintendent.

3. **School's Responsibilities:**

The school district will provide on-site work space, internet access, and office related functions including print, copy, and fax capability to the LCSC service provider as needed to complete his/her work. The school agrees to make employees available as needed and assign a main contact person for LCSC staff, and to house and maintain according business office documentation.

4. **Payment.** That the school desires to obtain and agrees to pay for Business Management:

That LCSC shall furnish the Business Management Services at a cost of \$33,500.00 in FY20.

5. **Term.** This contract begins July 1, 2019 and runs through June 30, 2020. The school must notify Lakes Country Service Cooperative in writing of its intent to withdraw from the services contract by February 1<sup>st</sup> of the preceding fiscal year.
6. **Minnesota Law Governs.** This contract shall be governed by and construed in accordance with the internal laws of the State of Minnesota. All proceedings related to this contract shall be venued in the State of Minnesota.
7. **Insurance.** LCSC agrees to hold and maintain general liability insurance and errors and omissions insurance specific to the duties of employees providing the services described in this agreement.

8. Indemnification. The school agrees to indemnify and hold LCSC and their employees, agents or representatives harmless from all claims, demands, or liability, including attorney's fees, and related expenses, which arise out of or are in any manner connected with the school's operations or which are incurred as a result of the reliance of LCSC upon information supplied by the school, or which arise out of the failure of the School to perform its obligations under this agreement.
9. No Waiver. Nothing herein shall be construed to waive or limit any immunity from, or limitation on, liability available to either party, whether set forth in Minnesota Statutes Chapter 466 (Tort Liability, Political Subdivisions) or otherwise.
10. Modification. This writing contains the entire agreement between the parties and no alterations, variations, modifications, or waivers of the provisions of this agreement are valid unless reduced to writing, signed by both LCSC and the school, and attached hereto.
11. Severability. The provisions of this contract shall be deemed severable. If any part of this contract is rendered void, invalid, or otherwise unenforceable, such rendering shall not affect the validity and enforceability of the remainder of this contract.

IN WITNESS WHEREOF, Parties hereto have executed this agreement this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

VERDALE PUBLIC SCHOOL  
 By: Paul Rulow  
 Authorized School Official

Date: 6/10/19

LAKES COUNTRY SERVICE COOPERATIVE  
 By: [Signature]  
 Executive Director

Date: 6/25/19



December 19, 2019

To: Sourcewell Member Superintendents in Sub-Region I, II, III

From: Chad Coquette, Executive Director/CEO, Sourcewell

Re: Voting Information and Ballot for the 2019  
Sourcewell Ex-Officio Chief Executive Officers Election

Enclosed is one election ballot and biographies for this year's election. We ask that you reproduce and distribute this information at your next Board meeting (one ballot for each Board Member). **Please place the completed ballots in an envelope, seal it and sign across the seal.** Then mail or deliver that envelope to Danielle Wadsworth at Sourcewell, 202 12<sup>th</sup> Street NE, PO Box 219, Staples, MN 56479, so that it arrives in our building no later than **February 4, 2019.**

To ensure this very important letter is received we are sending it by certified mail, return receipt requested. To save additional postage, we ask that you reproduce the ballot and supply your own ballot return envelope. Please be sure to seal and sign across the seal and indicate on the front **"Sourcewell Election."**

**Thank you for your help and for all you do for Sourcewell.**

ENC: Election Ballot  
Election biographies

# 2019 SOURCEWELL EX-OFFICIO CHIEF EXECUTIVE OFFICER ELECTION

**Official Ballot**  
**Sub Region I, II, III**

Each individual board member of each Sourcewell member school district is asked to complete one ballot and give it to your school board clerk who will return the completed ballots in a sealed envelope marked **Election Ballots** to: Sourcewell, 202 12<sup>th</sup> Street NE, PO Box 219, Staples, MN 56479.

Instructions: Vote for candidates by marking an (X) in the square opposite the name of each candidate you wish to vote for:

Two-year term. Vote for TWO.

Paul Brownlow

Simoine Bolin

\_\_\_\_\_ **(write-in)**

**Simoine Bolin-**

I am the Executive Director at Mid-State Education District. Throughout my 32-year career and experience in general and special education, along with alternative and therapeutic settings, I have acquired a unique perspective to understand the complex issues faced by youth serving agencies and the positive impact we have when we work together for our youth and each other.

As a transformation leader, I'm actively involved in local, regional, and state committees that are working to find solutions, improve practices, and support our children, families, and communities. I understand special education finance, member district needs, and with the support of Sourcewell and six stakeholder school districts, we have had the privilege to build a state-of-the-art school that meets the needs of unique learners.

I would be honored to serve as an Ex-Officio Officer to the Sourcewell Board and all can expect that I will serve through a creative/connector voice with compassion, energy, and forward thinking to support solutions for the region members.

**Paul Brownlow-**

As an administrator in Region 5 for the past thirteen years, I have watched Sourcewell transition into a high-performing service cooperative. I am grateful for the resources that we have in our backyard and want to see them continue to grow and expand into the future. Our region has become the envy among other service cooperatives in the state because we have access to great programs like Tech Mobile, HRS, ENVoY, and AVID. I would like to help contribute to Sourcewell's mission of building valued relationships and delivering innovative solutions to the educational partners in Region 5 by serving as an ex-officio member of the governing board.



To: Verndale School Board

From: Greg Johnson, Dean of Students/Activities Director

RE: Monthly Report (January 2020)

- 1) Jr High GBB started last week. Currently have
- 2) Zach Brownlow and Tess Jones were selected as our local ExCEL winners.
- 3) Craig Orlando and Sarah Barrett were selected as our local Triple 'A' winners.
- 4) Pixellot camera system was installed over the break.



**K-12 Principal / District Assessment Coordinator Report**

**January 6, 2020**

**1. Events of the Past Weeks**

- a. National Career Readiness Certificate (NCRC) Testing - December 3
- b. Elementary Students of the Month - December 4 / December 6
  - i. Camryn Weiher - 1st Grade - Mrs. Ferris
  - ii. Weston Kolhase - 2nd Grade - Mrs. Ross
  - iii. Jaylana Reger - 6th Grade - Mrs. Beard
- c. Christmas Tea - December 4
- d. 5-12 Choir / 7-12 Band Concert - December 9
- e. 1st Grade Gingerbread Houses - December 11
- f. Elementary Music Program Day - December 13
- g. Holiday Spirit Week - December 16-20
- h. Kindness Challenge - December 13-20
- i. 5th / 6th Grade Ski Trip - December 18
- j. Band / Choir Caroling - December 18
- k. Preschool Program - December 19
- l. High School Battle of the Grades - December 20
- m. Christmas Break - December 23-January 1
- n. School Resumed - Thursday, January 2

**2. Upcoming Events / Mark Your Calendars**

- a. Verndale Honor Society Induction Ceremony - Monday, January 6 at 2:10 p.m.
- b. Curriculum Review Meeting - Social Studies - Monday, January 6 at 3:30 p.m.
- c. 2-Hour Late Start - Wednesday, January 8
- d. Tools Presentation - Thursday, January 16
- e. End of Semester 1 - Friday, January 17
- f. No School - Staff Workshop Day - Monday, January 20
- g. 2-Hour Late Start - Wednesday, February 5
- h. Reality Fair - Wednesday, February 5



3. High Reliability School Program Update
  - a. Continued work in all three Levels of the HRS Framework
    - i. Focused work on Level 3 - Guaranteed and Viable Curriculum
  - b. HRS Retreat at Sourcewell - December 13
  - c. District Leadership Team Meeting - December 18
  - d. PLC Facilitators Meeting - January 3
  - e. Upcoming Dates
    - i. Using Scales in the Classroom Webinar during 2-hour late start in January - January 8
    - ii. HRS Leadership Training at Sourcewell - January 9
    - iii. Collaborative Professional Development with Walker-Hackensack-Akeley at Sourcewell - Monday, January 20
    - iv. PLC Facilitators Meeting - January 24
    - v. District Leadership Team Meeting - January 29
    - vi. HRS Webinar with Phil Warrick - February 10
  - f. 2nd Round of Instructional Rounds to be scheduled

**Superintendent Report**  
**January 6, 2020**

**Verndale School Enrollment Update – Students K-12**

September 2007	425	September 1, 2015	530
May 2008	431	May 20, 2016	522
September 2008	465	September 6, 2016	537
May 22, 2009	462	May 31, 2017	547
September 23, 2009	485	September 8, 2017	542
May 19, 2010	468	May 18, 2018	543
September 8, 2010	483	September 25, 2018	566
May 18, 2011	486	May 17, 2019	550
September 22, 2011	480	September 6, 2019	556
May 23, 2012	466	October 3, 2019	560
September 18, 2012	486	October 31, 2019	560
May 3, 2013	485	November 25, 2019	560
September 4, 2013	496	January 3, 2020	559
May 30, 2014	502		
September 5, 2014	517	<b>Preliminary budget set at:</b>	<b>547 Students</b>
May 22, 2015	523	<b>Revised budget set at:</b>	<b>557 Students</b>

1. **Leadership Conference** - The MSBA Leadership Conference will be held Thursday, January 16 and Friday, January 17. Marcus Edin will be recognized on Thursday, January 16 at the Recognition Luncheon for his 20 years of service as a school board member. Amanda Richter and Rachel Bounds will join us on Friday morning to share information regarding the Exemplary Project Fund at the Round Table presentations. The outline for the presentation is attached to this report. We can discuss travel plans to the conference after the meeting.
2. **January 20 Staff Workshop Day** - Teachers and administration will travel to Sourcewell on Monday, January 20 to continue the work on HRS. Toby Boss will be available to help staff as they continue to work on proficiency scales, unit plans, and assessments.
3. **Spring Parent Teacher Conferences** - Parent-teacher conferences are scheduled for Monday, March 2 and Tuesday, March 3. Unfortunately, Precinct Caucus Day is on Tuesday, March 3, and meetings cannot be held after 6 pm. The recommendation is to hold conferences until 6 pm on Tuesday, March 3 because there are too many other conflicts on the other days of that week.

4. **Threat Assessment** - Administration met with the school resource officer to review our current safety needs. Initial thoughts were to add more cameras throughout the building and grounds to ensure continued surveillance. Entry points will also be reviewed to ensure our school is always safe. This spring efforts will be made to hold a comprehensive intruder situation that will include contacting parents. Planning will happen in January and February and press releases will be sent out in March.
5. **Health Insurance** - Health insurance plans started for the employees who qualified for insurance on January 1. The employees have their insurance cards, and we are now a school district that provides this benefit to our qualifying staff.
6. **2020-2021 School Calendar** - The committee will meet in January to review the 2020-2021 school calendar. Labor Day falls very late this fall, so school will not start until Tuesday, September 8. This may change if current MN law is modified. But for now, we will plan for a post Labor Day start.
7. **FY 21 Budget** - Plans will be put in place to start the budget process for the FY 21 budget. We will review student enrollment projections to set the revenues and meet with leaders to set expenditure targets for the upcoming school year.

**Upcoming Events**

January Two-Hour Late Start	January 8
MSBA Leadership Conference	January 16-17
End of the 2nd Quarter/1st Semester	January 17
Staff Workshop Day - No School	January 20
February Board Meeting	February 3



# Exemplary Project Funds to Enhance Student Learning, Student and Staff Safety, and the Workplace Environment

Verndale Public School #818

Amanda Richter, Rachel Bounds, Paul Brownlow, Tony Stanley

Friday, January 17, 2020

- I. **Purpose** - The Verndale School Board wants to encourage and inspire staff members to develop projects and requests that enhance student learning, student and staff safety, and the workplace environment.
- II. **Procedure**
  - A. School board designates \$40,000 from the general fund for Exemplary Project funding each year
  - B. Any staff member can submit a project application
  - C. Committee of staff members review the project and recommend to the school board for funding
  - D. Staff are notified of approved projects and proceed with ordering equipment or arranging programs
- III. **Projects**
  - A. Student Learning
    1. Author in Residence
    2. Math Manipulatives and Calculators
    3. Physical Education Equipment
    4. Music Instruments
    5. Technology Equipment and Software for Classrooms and IT Department
    6. Science Equipment and Elementary Science Kits
    7. Industrial Arts Equipment
    8. Flexible Seating
    9. Classroom Rugs
    10. Whiteboard Tables
    11. Tower Garden
  - B. Student and Staff Safety
    1. Playground Equipment
  - C. Workplace Environment
    1. Additional Lighting for Drivers in Bus Garage
    2. Water Filling Station
    3. Teacher Stand-Up Desk
    4. Washing Machine for Special Education Staff
    5. Condiment Dispensers
- IV. **Summary**
  - A. The district has allocated \$120,000 over the past three years for funding of Exemplary Projects
  - B. Bus drivers, paraprofessionals, food service staff, clerical staff, teachers, and supervisors have applied for funding
  - C. Over \$100,000 has been expended for approved projects
- V. **Contact Information**
  - A. Rachel Bounds - [rbounds@verndaleschool.org](mailto:rbounds@verndaleschool.org) or (218) 445-5184
  - B. Amanda Richter - [arichter@verndaleschool.org](mailto:arichter@verndaleschool.org) or (218) 445-5184
  - C. Paul Brownlow - [pbrownlow@verndaleschool.org](mailto:pbrownlow@verndaleschool.org) or (218) 445-5184
  - D. Tony Stanley - [ptony@verndalealliance.org](mailto:ptony@verndalealliance.org)
- VI. **Questions**







# Exemplary Project Funds 2019-2020

The Verndale School Board has designated \$40,000 for exemplary projects this year. These funds are to be used to enhance student learning, student and staff safety, and the workplace environment. Past projects have included funds for authors in residence, technology, classroom equipment, food service equipment, classroom furniture, playground equipment, software, outdoor basketball court, etc.

When completing the application, please keep the mission statement of the Verndale School in mind. This application is open to all staff members (bus drivers, custodians, education assistants, food service personnel, clerical staff, teachers, administration) in the school district. Projects will be reviewed by a committee of staff members from various departments. Individuals who submit an application will not be allowed to serve on the committee.

All project applications must be submitted by 4 pm on Thursday, October 3, 2019. The committee will review projects on Friday, October 4, and the school board will approve the recommended projects at their regular meeting on Monday, October 7.

The mission of the Verndale Public School District is to provide a safe environment where students are prepared for an ever-changing world through educational excellence.

### School District Goals

- 1. Optimize Student Achievement
- 2. Manage an Effective School District Budget
- 3. Retain Effective Staff Members

\* Required

**1. Email address \***

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**2. Name \***

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**3. Please provide a short description of your request for Exemplary Project funds. \***

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**4. Please provide or describe the outcomes you want to achieve with your proposed request. \***

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**5. Please provide a detailed budget for your request. You must include any shipping costs. \***

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**6. Please include any additional details you feel necessary for the consideration of your request. \***

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Send me a copy of my responses.

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 Google Forms