

MACCRAY ISD 2180
Clara City, MN 56222
MACCRAY Board Room
Monday, June 13, 2022
6:00 pm
TENTATIVE AGENDA

1. Call to Order
2. Pledge of Allegiance
3. Approval of the Agenda/Additions/Deletions
4. Public Comment
5. Consent Agenda – Action Required
 - 5.1. Adoption of Minutes
 - 5.2. Approve payment of bills and financial reports.
 - 5.3. Approve resignation of Social Studies Teacher - H. Clemenson
 - 5.4. Approve Contract with Elementary Teacher -Kindergarten - A. Helgeson
 - 5.5. Approve Contract with Social Studies Teacher - J. Zuidema
 - 5.6. Approve Contract with Elementary Music Teacher - M. Bullivant
6. Communication Report
 - 6.1. Administrative Reports
 - 6.1.1. Dave Baker
 - 6.1.2. Dan Hiemenz, ICS
 - 6.1.3. Jim Trulock, Activities Director - written
 - 6.1.4. Mitchell Kent, Elementary Principal
 - 6.1.5. Judd Wheatley, High School Principal
 - 6.1.6. Sherri Broderius, Superintendent
 - 6.2. Committee Reports -
7. Discussion Items - No action required
8. Business Items - Action Required
 - 8.1 Motion to approve first and final readings of the following policies: (All have mandatory changes.)
 - Policy 404 - Employment Background Checks
 - Policy 406 - Public and Private Personnel Data
 - Policy 414 - Mandated Reporting Child Neglect
 - Policy 416 - Drug and Alcohol Testing
 - Policy 614 - School District Testing Plan
 - Policy 806 - Crisis Management Plan.
 - 8.2 Motion to approve Bread Bids from Pan-O-Gold. (It was the only bid.)
 - 8.3 Motion to approve membership in MREA for \$1847 (this includes legislative fees).
 - 8.4 Motion to approve the Teacher Mentor Handbook.
 - 8.5 Motion to approve the 2022-2023 Original Budget.
9. Upcoming Meetings
 - 9.1 Regular Board Meeting, Monday, July 11, 6pm, MACCRAY Board Room
 - 9.2 Regular Board Meeting, Monday, August 8, 6pm, MACCRAY Board Room
 - 9.3 Regular Board Meeting, Monday, Sept. 12, 6pm, MACCRAY Board Room
10. Adjournment
11. School Board Construction Tour

**Minutes of the Board of Education
Independent School District #2180
Regular Meeting #11
Monday, May 9, 2022 6:00 PM
MACCRAY Room 105**

Members Present: Tate Mueller, Julie Alsum, Scott Ruiters, Debi Brandt, Lane Schwitters, Carmel Thein.
Others Present: Sherri Broderius, Superintendent; Judd Wheatley, HS Principal; Mitchell Kent, Elem. Principal; Kim Sandry, Business Manager; Denise Smith, CER, Ben Johnson and FFA Parliamentary Team; Dan Hiemenz, ICS.

Chair Julie Alsum called the meeting to order at 6:04 pm.

Pledge of Allegiance

Motion by Brandt, second by Mueller, to approve the agenda with A. Croatt removed, and L. Ford added to Business Item 8.5..

Motion carried by unanimous vote.

Public comment: None.

MACCRAY Parliamentary Procedure Team Demonstration.

Approval of Consent Agenda:

Motion by Mueller, second by Thein, to approve the consent agenda.

Motion carried by unanimous vote.

Adoption of Minutes

Approve payment of bills and financial report.

Approve Contract with Teacher – A. Reszel

Approve Contract with Teacher – C. Holm

Approve Contract with Teacher – C. Thoen

Approve resignation of Para – H. Berghuis

Approve retirement of Para – K. Dykema

Approve Contract with Teacher - L. Streich

Approve Contract with Teacher – M. Anderson

Approve resignation of Para – R. Switajewski

Approve resignation of Teacher – T. Suchanek

Communications Reports:

Mr. Hiemenz: ICS Construction update.

Ms. Smith: CER

Mr. Kent: Elementary update

Mr. Wheatley: HS update

Ms. Broderius: District update.

Committee Report: none

Business Items:

Motion by Thein, second by Brandt, to approve Policy 516-Student Medication.

Motion carried by unanimous vote.

Motion by Ruiters, second by Thein, to approve Policy 534-Memorial Policy.

Motion carried by unanimous vote.

Motion by Brandt, second by Ruiter, to approve 21-22 Revised Budget. Motion carried by unanimous vote.

Motion by Schwitters, second by Mueller, to approve Continuing Contract for the following teachers: A. Lewandowski, B. Grund, H. Clemenson, S. Stranberg, S. Stark. Motion carried by unanimous vote.

Motion by Alsum, second by Ruiter, to approve teaching contract with L. Ford. Motion carried by 4-2 vote.

Meetings and Workshops:

Regular Board Meeting, Monday, June 13, 6pm, MACCRAY Board Room

Regular Board Meeting, Monday, July 11, 2022, MACCRAY Board Room

Regular Board Meeting, Monday, August 8, 6pm, MACCRAY Board Room

Adjournment of Meeting

Motion by Ruiter, second by Schwitters, for adjournment. Motion carried by unanimous vote. Meeting adjourned at 7:23 pm.

Respectfully submitted,
Carmel Thein, Clerk
Kim Sandry, Business Manager

Ind. School District #2180
Exp Summary - Fd, Pro Series
Period Ending May 31, 2022

Sequence: Fd, Pro

		22RVSD									
Description		Annual Budget	Period 202211	Year To Date	% YTD Encumbrances	% YTD + Enc	Remaining Balance				
01	General										
	000 Administration	678,564.00	52,331.66	606,239.86	89%	248.80	89%	72,075.34			
	100 District Support Services	319,968.00	23,906.27	296,619.16	93%	13,030.60	97%	10,318.24			
	200 Elem & Secondary Regular Instr	4,402,490.00	373,573.39	3,444,695.90	78%	32,827.72	79%	924,966.38			
	300 Vocational Education Instr	252,960.00	18,459.61	179,506.20	71%	6,811.98	74%	66,641.82			
	400 Special Education Instr	1,750,257.00	133,399.05	1,395,902.47	80%	8.95	80%	354,345.58			
	600 Instructional Support Services	535,600.00	43,505.89	463,595.72	87%	55,685.72	97%	16,318.56			
	700 Pupil Support Services	1,182,691.00	129,493.99	1,156,337.22	98%	2,345.19	98%	24,008.59			
	800 Sites & Buildings	862,101.00	126,429.74	870,888.14	101%	4,006.95	101%	(12,794.09)			
	900 Fiscal & Other Fixed Costs	100,734.00	0.00	100,193.87	99%	0.00	99%	540.13			
01	General	10,085,365.00	901,099.60	8,513,978.54	84%	114,965.91	86%	1,456,420.55			
02	Food Service										
	700 Pupil Support Services	504,675.00	32,759.73	465,007.99	92%	0.00	92%	39,667.01			
02	Food Service	504,675.00	32,759.73	465,007.99	92%	0.00	92%	39,667.01			
04	Community Service										
	500 Community Ed & Services	539,705.00	42,392.95	424,929.99	79%	0.00	79%	114,775.01			
04	Community Service	539,705.00	42,392.95	424,929.99	79%	0.00	79%	114,775.01			
05	Capital Outlay										
	000 Administration	43,000.00	0.00	42,363.60	99%	0.00	99%	636.40			
	200 Elem & Secondary Regular Instr	291,200.00	3,679.00	285,788.77	98%	0.00	98%	5,411.23			
	600 Instructional Support Services	1,600.00	0.00	1,579.00	99%	0.00	99%	21.00			
	800 Sites & Buildings	419,481.00	1,566.75	397,905.32	95%	0.00	95%	21,575.68			
05	Capital Outlay	755,281.00	5,245.75	727,636.69	96%	0.00	96%	27,644.31			
07	Debt Redemption										
	900 Fiscal & Other Fixed Costs	2,644,813.00	0.00	2,644,812.50	100%	0.00	100%	0.50			
07	Debt Redemption	2,644,813.00	0.00	2,644,812.50	100%	0.00	100%	0.50			
21	Student Activity										
	200 Elem & Secondary Regular Instr	0.00	18,016.17	187,906.15	0%	0.00	0%	(187,906.15)			
21	Student Activity	0.00	18,016.17	187,906.15	0%	0.00	0%	(187,906.15)			
Report Totals:		14,529,839.00	999,514.20	12,964,271.86	89%	114,965.91	90%	1,450,601.23			

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
BND2		56073	5259	Check	1	4897	BCI Construction Inc.		Yes	No	No	05/25/2022	98,860.17
BND2		56071	5260	Check	1	4798	Braun Intertec Corporation	S Corporation	Yes	No	No	05/25/2022	5,742.00
BND2		56064	5261	Check	1	2450	Brothers Fire & Security	C Corporation	Yes	No	No	05/25/2022	41,000.00
BND2		56067	5262	Check	1	3592	Dooley's Natural Gas	C Corporation	Yes	No	No	05/25/2022	10,064.00
BND2		56068	5263	Check	1	3785	Floor to Ceiling Store		Yes	No	No	05/25/2022	41,522.60
BND2		56077	5264	Check	1	4902	Gunion Painting LLC		Yes	No	No	05/25/2022	21,663.43
BND2		56082	5265	Check	1	4969	H21 Group		Yes	No	No	05/25/2022	34,163.90
BND2		56080	5266	Check	1	4934	Heartland Glass Co		Yes	No	No	05/25/2022	21,375.00
BND2		56070	5267	Check	1	4559	ICS Consulting, LLC		Yes	No	No	05/25/2022	170,827.24
BND2		56063	5268	Check	1	2164	Innovative Office Solutions	S Corporation	Yes	No	No	05/25/2022	102,892.25
BND2		56079	5269	Check	1	4933	LVC Companies		Yes	No	No	05/25/2022	16,393.42
BND2		56066	5270	Check	1	3044	MACCRAY General Fund		Yes	No	No	05/25/2022	702.37
BND2		56075	5271	Check	1	4899	Marshall Machine Shop, Inc		Yes	No	No	05/25/2022	17,622.50
BND2		56076	5272	Check	1	4901	Masters Plumbing Heating & Cooling LLC		Yes	No	No	05/25/2022	225,725.70
BND2		56083	5273	Check	1	4985	Minnkota Architectural Products Co.		Yes	No	No	05/25/2022	28,097.96
BND2		56072	5274	Check	1	4861	Regal Contractors, Inc		Yes	No	No	05/25/2022	52,045.75
BND2		56074	5275	Check	1	4898	Southern Minnesota Woodcraft, Inc.		Yes	No	No	05/25/2022	61,932.81
BND2		56081	5276	Check	1	4935	St. Cloud Acoustics		Yes	No	No	05/25/2022	8,658.29
BND2		56084	5277	Check	1	5075	St. Croix Recreation Fun Playgrounds Inc.		Yes	No	No	05/25/2022	178,815.00
BND2		56069	5278	Check	1	4344	Thein Moving Co		Yes	No	No	05/25/2022	2,775.00
BND2		56078	5279	Check	1	4907	Ultra Concrete		Yes	No	No	05/25/2022	153,312.23
BND2		56085	5280	Check	1	5105	Video Services, Inc		Yes	No	No	05/25/2022	164,250.15
BND2		56062	5281	Check	1	00666	West Central Roofing Cont.	C Corporation	Yes	No	No	05/25/2022	52,152.13
BND2		56065	5282	Check	1	2751	Willmar Electric Service	C Corporation	Yes	No	No	05/25/2022	199,712.05
Pay		55979		Wire	1	00867	PERA		No	No	No	05/13/2022	12,304.58
Pay		55980		Wire	1	00868	MIN Teachers Retirement Assoc.		No	No	No	05/13/2022	28,250.53
Pay		55981		Wire	1	2181	Aviben		No	No	No	05/13/2022	15,537.27
Pay		55982		Wire	1	2385	MIN Department of Revenue	C Corporation	No	No	No	05/13/2022	7,888.63
Pay		55983		Wire	1	2875	Internal Revenue Service		No	No	No	05/13/2022	55,649.77
Pay		55984		Wire	1	2985	Aviben FLEX		No	No	No	05/13/2022	3,369.32
Pay		56097		Wire	1	00867	PERA		No	No	No	05/27/2022	11,553.63
Pay		56098		Wire	1	00868	MIN Teachers Retirement Assoc.		No	No	No	05/27/2022	34,125.85
Pay		56099		Wire	1	2181	Aviben		No	No	No	05/27/2022	15,896.36
Pay		56100		Wire	1	2385	MIN Department of Revenue	C Corporation	No	No	No	05/27/2022	9,882.40
Pay		56101		Wire	1	2875	Internal Revenue Service		No	No	No	05/27/2022	64,982.25
Pay		56102		Wire	1	2985	Aviben FLEX		No	No	No	05/27/2022	3,369.32
Pay		55382	55806	Check	1	3050	Dawson - Boyd Public Schools		Yes	No	Yes	05/03/2022	(40.00)
Bank Total:													\$1,710,305.95

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
Pay		55793	56089	Check	1	5074	Martin County West		Yes	No	Yes	05/03/2022	(125.00)
Pay		55857	56132	Check	1	5080	Brower, Jason	Ind/Sole Proprietor	Yes	No	Yes	05/26/2022	(160.00)
Pay		55875	56147	Check	1	5081	Belanger, Tom		Yes	No	No	05/03/2022	39.99
Pay		55886	56148	Check	1	5084	Brouwer, Eileen	Ind/Sole Proprietor	Yes	No	No	05/04/2022	60.00
Pay		55877	56149	Check	1	01432	Chappell Central, Inc.	S Corporation	Yes	No	No	05/04/2022	1,293.23
Pay		55880	56150	Check	1	4234	Clean Site LLC		Yes	No	No	05/04/2022	300.00
Pay		55884	56151	Check	1	4971	Erickson, Megan		Yes	No	No	05/04/2022	16.38
Pay		55885	56152	Check	1	5083	Erickson, Nikki		Yes	No	No	05/04/2022	51.25
Pay		55879	56153	Check	1	2865	Gronseth, Joel		Yes	No	No	05/04/2022	377.33
Pay		55883	56154	Check	1	4572	Hemker Park & Zoo		Yes	No	No	05/04/2022	936.00
Pay		55881	56155	Check	1	4488	Hultgren, Jaime		Yes	No	No	05/04/2022	212.94
Pay		55878	56156	Check	1	2126	Menards - Willmar	S Corporation	Yes	No	No	05/04/2022	44.30
Pay		55882	56157	Check	1	4540	Meyer, Melissa		Yes	No	No	05/04/2022	157.95
Pay		55887	56158	Check	1	5085	Nelson, Thomas	Ind/Sole Proprietor	Yes	No	No	05/04/2022	640.00
Pay		55892	56159	Check	1	4872	Grove, Tim		Yes	No	No	05/05/2022	160.00
Pay		55890	56160	Check	1	3336	Lakeview Schools		Yes	No	No	05/05/2022	250.00
Pay		55891	56161	Check	1	3651	Monson, Scott	Ind/Sole Proprietor	Yes	No	No	05/05/2022	160.00
Pay		55889	56162	Check	1	01768	Yellow Medicine East Schools		Yes	No	No	05/05/2022	100.00
Pay		55893	56163	Check	1	4904	Gueningsman, Joel		Yes	No	No	05/05/2022	75.00
Pay		55894	56164	Check	1	5086	The Green Lake Nursery	S Corporation	Yes	No	No	05/05/2022	4,790.00
Pay		55896	56165	Check	1	5087	Hingst, Lee	Ind/Sole Proprietor	Yes	No	No	05/06/2022	190.00
Pay		55895	56166	Check	1	3422	Rettmann, Paul		Yes	No	No	05/06/2022	190.00
Pay		55902	56167	Check	1	5080	Brower, Jason	Ind/Sole Proprietor	Yes	No	No	05/06/2022	115.00
Pay		55899	56168	Check	1	3680	MCLAIN, RICK	Ind/Sole Proprietor	Yes	No	No	05/06/2022	125.00
Pay		55900	56169	Check	1	5014	Sanow, Brett	Ind/Sole Proprietor	Yes	No	No	05/06/2022	140.00
Pay		55901	56170	Check	1	5016	Zalme, Mark	Ind/Sole Proprietor	Yes	No	No	05/06/2022	140.00
Pay		55904	56171	Check	1	3336	Lakeview Schools		Yes	No	Yes	05/10/2022	75.00
Pay		55904	56171	Check	1	3336	Lakeview Schools		Yes	No	Yes	05/26/2022	(75.00)
Pay		55903	56172	Check	1	3277	Minneota School		Yes	No	No	05/10/2022	75.00
Pay		55953	56173	Check	1	4982	ABRAHAMSON, MARY ALICE	Ind/Sole Proprietor	Yes	No	No	05/12/2022	330.00
Pay		55939	56174	Check	1	4016	Almich's Market	S Corporation	Yes	No	No	05/12/2022	365.00
Pay		55929	56175	Check	1	2944	Anoka Hennepin Schools		Yes	No	No	05/12/2022	450.00
Pay		55923	56176	Check	1	2181	Aviben	C Corporation	Yes	No	No	05/12/2022	118.62
Pay		55930	56177	Check	1	2985	Aviben FLEX		Yes	No	No	05/12/2022	225.00
Pay		55955	56178	Check	1	5089	Beckmann, Levi		Yes	No	No	05/12/2022	108.16
Pay		55935	56179	Check	1	3406	Benson Schools		Yes	No	Yes	05/12/2022	100.00
Pay		55935	56179	Check	1	3406	Benson Schools		Yes	No	Yes	05/26/2022	(100.00)
Pay		55927	56180	Check	1	2928	Borch's Sporting Goods, Inc		Yes	No	No	05/12/2022	1,049.00
Pay		55943	56181	Check	1	4329	Broderius, Sherri		Yes	No	No	05/12/2022	172.67

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void	Amount
									Yes	No	No	Date	
Pay		55905	56182	Check	1	00044	City of Clara City		Yes	No	No	05/12/2022	1,695.33
Pay		55910	56183	Check	1	00246	City of Raymond		Yes	No	No	05/12/2022	240.06
Pay		55906	56184	Check	1	00046	Clara City Herald	S Corporation	Yes	No	No	05/12/2022	389.00
Pay		55907	56185	Check	1	00048	Clara City Telephone Company	C Corporation	Yes	No	No	05/12/2022	722.95
Pay		55952	56186	Check	1	4979	Coordinated Business Systems	S Corporation	Yes	No	No	05/12/2022	3,592.23
Pay		55946	56187	Check	1	4431	Crisis Prevention Institute		Yes	No	No	05/12/2022	1,399.00
Pay		55945	56188	Check	1	4414	Diamond Doctor, Inc.	Ind/Sole Proprietor	Yes	No	No	05/12/2022	156.00
Pay		55920	56189	Check	1	1762	Donners Crossroads Truckstop	S Corporation	Yes	No	No	05/12/2022	76.55
Pay		55954	56190	Check	1	5039	Donner's Garage Inc	S Corporation	Yes	No	No	05/12/2022	495.75
Pay		55919	56191	Check	1	1427	East Side Jersey Dairy, Inc	C Corporation	Yes	No	No	05/12/2022	2,694.47
Pay		55950	56192	Check	1	4971	Erickson, Megan		Yes	No	No	05/12/2022	11.86
Pay		55951	56193	Check	1	4976	Erickson, Whitney		Yes	No	No	05/12/2022	100.80
Pay		55908	56194	Check	1	00077	Farmers Coop Oil Co.	C Corporation	Yes	No	No	05/12/2022	151.94
Pay		55938	56195	Check	1	3988	Forum Communications Company	C Corporation	Yes	No	No	05/12/2022	520.00
Pay		55924	56196	Check	1	2249	Gustafson, Beth		Yes	No	No	05/12/2022	278.46
Pay		55909	56197	Check	1	00105	Hillyard / Hutchinson	C Corporation	Yes	No	No	05/12/2022	850.31
Pay		55937	56198	Check	1	3962	Indianhead Foodservice Distributor	S Corporation	Yes	No	No	05/12/2022	4,703.53
Pay		55922	56199	Check	1	2164	Innovative Office Solutions		Yes	No	No	05/12/2022	69.21
Pay		55932	56200	Check	1	3311	J.W. Pepper & Son, Inc.	C Corporation	Yes	No	No	05/12/2022	33.30
Pay		55956	56201	Check	1	5090	Johnsrud, Mitchell	Ind/Sole Proprietor	Yes	No	No	05/12/2022	115.00
Pay		55918	56202	Check	1	1104	Jostens		Yes	No	No	05/12/2022	35.63
Pay		55942	56203	Check	1	4326	Kennedy & Graven, Chartered	C Corporation	Yes	No	No	05/12/2022	70.50
Pay		55949	56204	Check	1	4626	Kubota Leasing		Yes	No	No	05/12/2022	583.78
Pay		55933	56205	Check	1	3336	Lakeview Schools		Yes	No	Yes	05/12/2022	75.00
Pay		55933	56205	Check	1	3336	Lakeview Schools		Yes	No	Yes	05/26/2022	(75.00)
Pay		55940	56206	Check	1	4170	Marco Technologies, LCC	LLC - Partnership	Yes	No	No	05/12/2022	15,324.00
Pay		55921	56207	Check	1	2126	Menards - Willmar	S Corporation	Yes	No	No	05/12/2022	102.32
Pay		55915	56208	Check	1	00761	Merle's Repair	Ind/Sole Proprietor	Yes	No	No	05/12/2022	69.55
Pay		55944	56209	Check	1	4410	MN PEIP		Yes	No	No	05/12/2022	82,191.84
Pay		55948	56210	Check	1	4553	Nordic Solar HoldCo Phase 2, LLC	LLC - Partnership	Yes	No	No	05/12/2022	8,585.56
Pay		55916	56211	Check	1	00763	Pan-O-Gold Baking Company	C Corporation	Yes	No	No	05/12/2022	122.76
Pay		55931	56212	Check	1	2992	PITNEY BOWES GLOBAL FINANCIAL	C Corporation	Yes	No	No	05/12/2022	432.36
Pay		55925	56213	Check	1	2347	Rochester Telecom Systems	S Corporation	Yes	No	No	05/12/2022	101.99
Pay		55913	56214	Check	1	00701	Southside Lumber	C Corporation	Yes	No	No	05/12/2022	297.42
Pay		55934	56215	Check	1	3343	Steve Weiss Music	S Corporation	Yes	No	No	05/12/2022	3,679.00
Pay		55947	56216	Check	1	4509	Suchanek, Trisha		Yes	No	No	05/12/2022	50.18
Pay		55911	56217	Check	1	00308	SW & WC Service Cooperative		Yes	No	No	05/12/2022	4,781.00
Pay		55928	56218	Check	1	2943	Sweep Hardware	Ind/Sole Proprietor	Yes	No	No	05/12/2022	109.96
Pay		55912	56219	Check	1	00457	Torkelson's Lock Service	LLC - Partnership	Yes	No	No	05/12/2022	102.00

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
Pay		55914	56220	Check	1	00734	Tostenson, Inc.	C Corporation	Yes	No	No	05/12/2022	255.10
Pay		55936	56221	Check	1	3554	TRIO Supply Co	S Corporation	Yes	No	No	05/12/2022	556.53
Pay		55926	56222	Check	1	2435	VanDenEinde, Beth		Yes	No	No	05/12/2022	37.82
Pay		55917	56223	Check	1	00844	West Central Sanitation, Inc.	C Corporation	Yes	No	No	05/12/2022	1,044.15
Pay		55941	56224	Check	1	4245	Wheatley, Judd		Yes	No	No	05/12/2022	37.26
Pay		55957	56225	Check	1	5092	Whittemore, Bruce	Ind/Sole Proprietor	Yes	No	No	05/12/2022	115.00
Pay		55963	56226	Check	1	3099	Trish's Katering	Ind/Sole Proprietor	Yes	No	Yes	05/12/2022	493.45
Pay		55963	56226	Check	1	3099	Trish's Katering	Ind/Sole Proprietor	Yes	No	Yes	05/26/2022	(493.45)
Pay		55964	56227	Check	1	3171	Marshall Golf Course		Yes	No	No	05/12/2022	20.00
Pay		55965	56228	Check	1	5090	Johnsrud, Mitchell	Ind/Sole Proprietor	Yes	No	Yes	05/12/2022	45.00
Pay		55965	56228	Check	1	5090	Johnsrud, Mitchell	Ind/Sole Proprietor	Yes	No	Yes	05/26/2022	(45.00)
Pay		55966	56229	Check	1	5092	Whittemore, Bruce	Ind/Sole Proprietor	Yes	No	Yes	05/12/2022	45.00
Pay		55966	56229	Check	1	5092	Whittemore, Bruce	Ind/Sole Proprietor	Yes	No	Yes	05/26/2022	(45.00)
Pay		55967	56230	Check	1	5093	Iverson, Phill		Yes	No	No	05/12/2022	142.93
Pay		55968	56231	Check	1	1035	Beseman, Kathi		Yes	No	No	05/13/2022	61.33
Pay		55970	56232	Check	1	00878	American Family -AFLAC		Yes	No	No	05/13/2022	313.44
Pay		55973	56233	Check	1	1039	Citizens Alliance Bank		Yes	No	No	05/13/2022	535.00
Pay		55978	56234	Check	1	4802	Colonial Life		Yes	No	No	05/13/2022	1,395.25
Pay		55977	56235	Check	1	4594	Kensington Bank		Yes	No	No	05/13/2022	247.00
Pay		55974	56236	Check	1	3014	LegalShield		Yes	No	No	05/13/2022	12.95
Pay		55971	56237	Check	1	00880	MACCRAY Education Association		Yes	No	No	05/13/2022	3,406.60
Pay		55975	56238	Check	1	4043	MN Child Support Center		Yes	No	No	05/13/2022	51.00
Pay		55972	56239	Check	1	00881	NCPERS Group Life Ins.		Yes	No	No	05/13/2022	24.00
Pay		55976	56240	Check	1	4575	Old National Bank		Yes	No	No	05/13/2022	396.02
Pay		55969	56241	Check	1	00023	UNUM Life Insurance Company		Yes	No	No	05/13/2022	214.20
Pay		55986	56242	Check	1	4569	Foslien, Adam	Ind/Sole Proprietor	Yes	No	No	05/16/2022	115.00
Pay		55985	56243	Check	1	3857	Marquart, Cory		Yes	No	No	05/16/2022	45.00
Pay		55988	56244	Check	1	4569	Foslien, Adam	Ind/Sole Proprietor	Yes	No	No	05/16/2022	45.00
Pay		55987	56245	Check	1	3857	Marquart, Cory		Yes	No	No	05/16/2022	115.00
Pay		55989	56246	Check	1	4563	WOELFEL, TODD JOSEPH	Ind/Sole Proprietor	Yes	No	Yes	05/17/2022	180.00
Pay		55989	56246	Check	1	4563	WOELFEL, TODD JOSEPH	Ind/Sole Proprietor	Yes	No	Yes	05/26/2022	(180.00)
Pay		55990	56247	Check	1	4563	WOELFEL, TODD JOSEPH	Ind/Sole Proprietor	Yes	No	Yes	05/17/2022	180.00
Pay		55990	56247	Check	1	4563	WOELFEL, TODD JOSEPH	Ind/Sole Proprietor	Yes	No	Yes	05/26/2022	(180.00)
Pay		55997	56248	Check	1	4884	Cortez, James	Ind/Sole Proprietor	Yes	No	No	05/17/2022	115.00
Pay		55995	56249	Check	1	4380	Grussing, Mark		Yes	No	No	05/17/2022	180.00
Pay		55994	56250	Check	1	3653	Gullickson, Vance		Yes	No	Yes	05/17/2022	180.00
Pay		55994	56250	Check	1	3653	Gullickson, Vance		Yes	No	Yes	05/26/2022	(180.00)
Pay		55992	56251	Check	1	3333	LacQuiParle Schools		Yes	No	No	05/17/2022	100.00
Pay		55996	56252	Check	1	4562	Lee, Ryan	Ind/Sole Proprietor	Yes	No	No	05/17/2022	115.00

**Ind. School District #2180
Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
Pay		55993	56253	Check	1	3580	Pohlmeier, Rich		Yes	No	No	05/17/2022	190.00
Pay		55991	56254	Check	1	3133	Popp, Randy		Yes	No	No	05/17/2022	190.00
Pay		55998	56255	Check	1	4885	Eagle Creek Golf Club		Yes	No	No	05/17/2022	180.00
Pay		55999	56256	Check	1	5092	Whittemore, Bruce	Ind/Sole Proprietor	Yes	No	No	05/17/2022	180.00
Pay		56000	56257	Check	1	4904	Gueningsman, Joel		Yes	No	No	05/17/2022	75.00
Pay		56001	56258	Check	1	1469	Xcel Energy	C Corporation	Yes	No	No	05/17/2022	10,182.69
Pay		56001	56258	Check	1	1469	Xcel Energy	C Corporation	Yes	No	Yes	05/26/2022	(10,182.69)
Pay		56002	56259	Check	1	1469	Xcel Energy	C Corporation	Yes	No	No	05/17/2022	21,110.18
Pay		56003	56260	Check	1	4380	Grussing, Mark		Yes	No	No	05/17/2022	180.00
Pay		56006	56261	Check	1	4569	Foslien, Adam	Ind/Sole Proprietor	Yes	No	No	05/18/2022	115.00
Pay		56005	56262	Check	1	4380	Grussing, Mark		Yes	No	No	05/18/2022	115.00
Pay		56004	56263	Check	1	1718	SCHILLER, CLINT	Ind/Sole Proprietor	Yes	No	No	05/18/2022	180.00
Pay		56008	56264	Check	1	4569	Foslien, Adam	Ind/Sole Proprietor	Yes	No	No	05/18/2022	45.00
Pay		56007	56265	Check	1	4380	Grussing, Mark		Yes	No	No	05/18/2022	45.00
Pay		56016	56266	Check	1	2881	Frikke, Allison		Yes	No	No	05/19/2022	63.18
Pay		56009	56267	Check	1	00094	Gopher Sport	C Corporation	Yes	No	No	05/19/2022	2,369.86
Pay		56018	56268	Check	1	4488	Hultgren, Jaime		Yes	No	No	05/19/2022	114.66
Pay		56017	56269	Check	1	3144	Laura Ingalls Wilder Museum		Yes	No	No	05/19/2022	232.00
Pay		56013	56270	Check	1	2126	Menards - Willmar	S Corporation	Yes	No	No	05/19/2022	132.61
Pay		56021	56271	Check	1	5096	Metro ECSU	Other	Yes	No	No	05/19/2022	125.00
Pay		56019	56272	Check	1	4540	Meyer, Melissa		Yes	No	No	05/19/2022	52.65
Pay		56012	56273	Check	1	01797	Purchase Power	C Corporation	Yes	No	No	05/19/2022	500.00
Pay		56015	56274	Check	1	2616	Roskens Plumbing, Heating		Yes	No	No	05/19/2022	22,410.00
Pay		56014	56275	Check	1	2144	Smith, Denise		Yes	No	No	05/19/2022	100.62
Pay		56020	56276	Check	1	4830	Trafera Holdings, LLC	Partnership	Yes	No	No	05/19/2022	111.99
Pay		56011	56277	Check	1	00905	Trulock, James		Yes	No	No	05/19/2022	13.34
Pay		56010	56278	Check	1	00666	West Central Roofing Cont.	C Corporation	Yes	No	No	05/19/2022	298.29
Pay		56023	56279	Check	1	1469	Xcel Energy	C Corporation	Yes	No	No	05/19/2022	702.37
Pay		56024	56280	Check	1	3125	Post, Lyndsey		Yes	No	No	05/19/2022	113.96
Pay		56025	56281	Check	1	1578	Chippewa CARE		Yes	No	No	05/19/2022	300.00
Pay		56041	56282	Check	1	3141	Apple, Inc	C Corporation	Yes	No	No	05/24/2022	897.00
Pay		56040	56283	Check	1	2928	Borch's Sporting Goods, Inc		Yes	No	No	05/24/2022	168.90
Pay		56055	56284	Check	1	5100	Carlson, Amy		Yes	No	No	05/24/2022	39.15
Pay		56044	56285	Check	1	3592	Dooley's Natural Gas	C Corporation	Yes	No	No	05/24/2022	15,864.88
Pay		56050	56286	Check	1	4194	Drex-mart	S Corporation	Yes	No	No	05/24/2022	80.00
Pay		56031	56287	Check	1	00094	Gopher Sport	C Corporation	Yes	No	Yes	05/24/2022	95.70
Pay		56031	56287	Check	1	00094	Gopher Sport	C Corporation	Yes	No	No	05/26/2022	(95.70)
Pay		56039	56288	Check	1	2865	Gronseth, Joel		Yes	No	No	05/24/2022	46.80
Pay		56032	56289	Check	1	00105	Hillyard / Hutchinson	C Corporation	Yes	No	No	05/24/2022	9,399.59

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
Pay		56043	56290	Check	1	3565	Homan, Dana		Yes	No	No	05/24/2022	22.07
Pay		56053	56291	Check	1	5098	Jensen, Tiffany		Yes	No	No	05/24/2022	7.50
Pay		56035	56292	Check	1	1104	Jostens		Yes	No	No	05/24/2022	113.91
Pay		56054	56293	Check	1	5099	Laumb, Robert		Yes	No	No	05/24/2022	10.00
Pay		56046	56294	Check	1	3994	MACCRAY Baseball		Yes	No	No	05/24/2022	145.00
Pay		56051	56295	Check	1	4232	MACCRAY FFA		Yes	No	No	05/24/2022	300.00
Pay		56057	56296	Check	1	5102	MACCRAY Industrial Arts Resale		Yes	No	No	05/24/2022	80.40
Pay		56038	56297	Check	1	2839	MACCRAY Student Council		Yes	No	No	05/24/2022	20.00
Pay		56048	56298	Check	1	4170	Marco Technologies, LLC	LLC - Partnership	Yes	No	No	05/24/2022	1,158.00
Pay		56037	56299	Check	1	2052	MESPA		Yes	No	No	05/24/2022	696.00
Pay		56033	56300	Check	1	00512	MN Ass'n of Sec School Princip		Yes	No	No	05/24/2022	719.00
Pay		56047	56301	Check	1	4053	MTI Enterprises Inc.	C Corporation	Yes	No	No	05/24/2022	879.71
Pay		56036	56302	Check	1	1936	Palmer Bus Service, Inc	C Corporation	Yes	No	No	05/24/2022	110,544.49
Pay		56034	56303	Check	1	00763	Pan-O-Gold Baking Company	C Corporation	Yes	No	No	05/24/2022	54.12
Pay		56049	56304	Check	1	4183	Smith, Jessica		Yes	No	No	05/24/2022	155.50
Pay		56052	56305	Check	1	4957	Stark, Sonja		Yes	No	No	05/24/2022	94.77
Pay		56056	56306	Check	1	5101	Sumner, Shalesha		Yes	No	No	05/24/2022	10.05
Pay		56045	56307	Check	1	3745	Taylor Publishing Co		Yes	No	No	05/24/2022	2,797.79
Pay		56042	56308	Check	1	3241	The Lampo Group, Inc		Yes	No	Yes	05/24/2022	1,289.67
Pay		56042	56308	Check	1	3241	The Lampo Group, Inc		Yes	No	Yes	05/26/2022	(1,289.67)
Pay		56058	56309	Check	1	5104	Torkelson, Ryan		Yes	No	No	05/24/2022	60.00
Pay		56061	56310	Check	1	5103	Ramsey Solutions		Yes	No	No	05/25/2022	1,289.67
Pay		56086	56311	Check	1	00094	Gopher Sport	C Corporation	Yes	No	No	05/25/2022	96.46
Pay		56088	56312	Check	1	00878	American Family -AFLAC		Yes	No	No	05/27/2022	313.23
Pay		56091	56313	Check	1	1039	Citizens Alliance Bank		Yes	No	No	05/27/2022	535.00
Pay		56096	56314	Check	1	4802	Colonial Life		Yes	No	No	05/27/2022	1,395.25
Pay		56095	56315	Check	1	4594	Kensington Bank		Yes	No	No	05/27/2022	247.00
Pay		56092	56316	Check	1	3014	LegalShield		Yes	No	No	05/27/2022	12.95
Pay		56089	56317	Check	1	00880	MACCRAY Education Association		Yes	No	No	05/27/2022	3,404.18
Pay		56093	56318	Check	1	4043	MN Child Support Center		Yes	No	No	05/27/2022	51.00
Pay		56090	56319	Check	1	00881	NCPERS Group Life Ins.		Yes	No	No	05/27/2022	24.00
Pay		56094	56320	Check	1	4575	Old National Bank		Yes	No	No	05/27/2022	240.83
Pay		56087	56321	Check	1	00023	UNUM Life Insurance Company		Yes	No	No	05/27/2022	214.20
Bank Total:													
\$623,008.02													
SA		55876	22132	Check	1	3099	Trish's Katering	Ind/Sole Proprietor	Yes	No	No	05/04/2022	501.20
SA		55888	22133	Check	1	2951	MACCRAY Scholarship Fund		Yes	No	No	05/04/2022	250.00
SA		55897	22134	Check	1	2950	EmbroidORI	Ind/Sole Proprietor	Yes	No	No	05/06/2022	1,035.00
SA		55898	22135	Check	1	3099	Trish's Katering	Ind/Sole Proprietor	Yes	No	No	05/06/2022	1,493.75

Ind. School District #2180 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
SA		55959	22136	Check	1 2928		Borch's Sporting Goods, Inc		Yes	No	No	05/12/2022	600.78
SA		55958	22137	Check	1 00046		Clara City Herald	S Corporation	Yes	No	No	05/12/2022	42.00
SA		55960	22138	Check	1 3612		National FFA Organization		Yes	No	No	05/12/2022	299.50
SA		55961	22139	Check	1 4149		Riley Bus Service, Inc.		Yes	No	No	05/12/2022	12,500.00
SA		55962	22140	Check	1 5091		Seth Strebblow		Yes	No	No	05/12/2022	1,260.00
SA		56022	22141	Check	1 00507		West Central Trophies	S Corporation	Yes	No	No	05/19/2022	10.00
SA		56059	22142	Check	1 3908		MACCRAY Community Ed.		Yes	No	No	05/24/2022	23.94
Bank Total:												\$18,016.17	
Report Total:												\$2,351,330.14	

INVESTMENTS OUTSTANDING

June 30, 2021

MSDMAX Fund – MSDLAF

MSDMAX Fund Balance as of June 30, 2021	\$2,267.98
Interest - July 31, 2021	\$.06
Interest – August 31, 2021	\$.06
Interest – Sept. 30, 2021	\$.05
Interest – Oct. 31, 2021	\$.05
Interest – Nov. 30, 2021	\$.05
Interest – Dec. 31, 2021	\$.05
Interest – Jan. 31, 2022	\$.05
Interest – Feb. 28, 2022	\$.04
Interest – March 31, 2022	\$.26
Interest – April 30, 2022	\$.66
Interest – May 31, 2022	\$1.32
BALANCE	<u>\$2,270.63</u>

LIQUID ASSET FUND

Money Market Balance as of June 30, 2021	\$1,542.78
Interest – July 31, 2021	\$.01
Interest – August 31, 2021	\$.01
Interest – Sept. 30, 2021	\$.01
Interest – Oct. 31, 2021	\$.01
Interest – Nov. 30, 2021	\$.01
Interest – Dec. 31, 2021	\$.01
Interest – Jan. 31, 2022	\$.01
Interest - Feb. 28, 2022	\$.01
Interest – March 31, 2022	\$.07
Interest – April 30, 2022	\$.30
Interest – May 31, 2022	\$.74
BALANCE	<u>\$1,543.97</u>

Citizens Alliance Bank

Special Money Market Savings

Balance as of June 30, 2021	\$4,825,050.92
Interest – July 31, 2021 (Transfer out \$1,352,000)	\$802.41
Interest – August 31, 2021 (Transfer in \$900,000)	\$901.12
Interest – Sept. 30, 2021 (Transfer in \$300,000)	\$946.18
Interest – Oct. 31, 2021 (Transfer out \$200,000)	\$906.82
Interest – Nov. 30, 2021 (Transfer in \$300,000)	\$1,044.87
Interest – Dec. 31, 2021 (Transfer in \$46,136.34)	\$1019.17
Interest – Jan. 31, 2022 (Transfer out \$2,000,000)	\$640.88
Interest – Feb. 28, 2022 (Transfer in \$300,000)	\$556.25
Interest – March 31, 2022 (Transfer out \$1,000,000)	608.95
Interest – April 30, 2022 (Transfer in \$700,000)	518.98
Interest – May 31, 2022 (Transfer out \$20,000)	617.59
BALANCE	<u>\$2,807,132.89</u>

2022-2023 Original Budget

<u>Revenues</u>	Revised Budget 2021-2022	Original Budget 2022-2023	<u>Difference</u>
General Fund	9,998,877	9,620,584	(378,293)
Food Service	554,083	563,500	9,417
Community Service	272,573	283,619	11,046
Capital Outlay (LTFM)	397,885	546,905	149,020
Debt Redemption	2,784,511	2,736,022	(48,489)
Totals	14,007,929	13,750,630	(257,299)
<u>Expenditures</u>	Revised Budget 2021-2022	Original Budget 2022-2023	<u>Difference</u>
General Fund	10,085,365	10,157,451	72,086
Food Service	504,675	466,700	(37,975)
Community Service	539,705	538,787	(918)
Capital Outlay Includes (H & S)	755,281	345,578	(409,703)
Debt Redemption	2,644,813	2,640,763	(4,050)
Totals	14,529,839	14,149,279	(380,560)
FY2023 Original Budget	Revenues	Expenditures	<u>Difference</u>
General Fund	9,620,584	10,157,451	(536,867)
Food Service	563,500	466,700	96,800
Community Service	283,619	538,787	(255,168)
Capital Outlay Includes (H&S)	546,905	345,578	201,327
Debt Redemption	2,736,022	2,640,763	95,259
Totals	13,750,630	14,149,279	(398,649)

MACCRAY Elementary School
Board Report
June 13, 2022

- Summer School Program
 - May 31-June 2, June 7-9, June 21-23, June 28-30
 - Field trip days...Louriston Dairy in Murdock, Hemker Park and Zoo near Freeport, Bowling/Park in Montevideo, Community Business Tour (Almich's, Bakery, Post Office, Bank, Kay's Naturals)
- Moving/Packing
 - Everyone packed and ready
 - East moved to new building 7/5-7/8
 - West moved to new building 7/11-7/13
- Elementary Schedule completed and shared with teachers
- Class Rosters for 22-23 in progress
- Hiring
 - Fifth Grade
 - Long-term 3rd grade sub position (September - December)
- Hired
 - Alyson Helgeson - Kindergarten
 - Michaela Bullivant - Elementary Music
- SAT Training
- Literacy Plan Meeting on 6/21
- Upcoming Events
 - 8/17 New Teacher Meeting
 - 8/18 Paraprofessional Training

Mitchell Kent
Elementary School Principal

June 13, 2022

Superintendent Report to School Board

1. Please note on the agenda that Dave Baker will be with us to introduce himself and get to know the board. Due to redistricting he will now represent all or some of Raymond and surrounding areas. I look forward to hearing from Dave. I have a lot of respect for him as he is always willing to research and learn to be better able to serve.
2. Also, please note on the agenda that we will have a tour after the meeting. Since most of us have been in the elementary commons, offices, preschool classrooms and elementary wing we will do a short tour in the nearly completed elementary, go through the 3 station gyms that are now painted and varnished and head to the new kitchen, auditorium fitness center and locker rooms. So, the tour will end at the east parking lot.
3. Fitness Center: I am working closely with Tyler Donner who is interested in starting a fitness center in Clara City. He knows as does the Clara City EDA that I do not want to stand in the way of a new business in Clara City. I also want the citizens of Clara City to have ample access to fitness and wellness facilities. (Our students will be using our fitness facilities from 6 am to 6 pm which severely limits use by the community.) I will continue to support Tyler in any way possible by communicating with him. It is possible that he may be able to purchase some of our fitness equipment via auction this summer.
4. There will be a virtual school board training on August 4 from 8 to noon. It is the Summer Seminar and features issues important to schools NOW. Please try to sign up if you can.
5. Work on emergency planning continues. We never stop thinking and planning. Currently, we have a half day planned with local law enforcement and emergency services in which we will go into detail on Incident Command and Emergency Management. We want to be ready to train staff in August and will do so for a half day. Then in turn students will be trained when they get to school. I do not go into public detail about plans as I do not wish to share publicly how we work to protect our students as I do not wish for a potential shooter to know what we do. After listening to the events that unfolded in Texas, one key component is for our parents to know that we release students in an orderly fashion to keep them safe and keep all students accounted for. We learn a lot from each shooting. I learn a lot from The Violence Project. They have researched shootings since before Columbine.

Adopted: _____

MSBA/MASA Model Policy 404

Orig. 1995

Revised: 6/13/2022

Rev. 2018

404 EMPLOYMENT BACKGROUND CHECKS

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

[Note: If the school district elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the superintendent of the BCA directly to conduct the background check.]

- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 3. the individual executes a written consent form giving the school district access to the results of the check; and
 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References:

Consent to Release Data – Request from an Individual

An individual asks the school district to release private data to an outside entity or person. Because the district does not have statutory authority to release the data, it must get the individual's written informed consent.

Explanation of Your Rights

If you have a question about anything on this form, or would like more explanation, please talk to

_____(name of school district contact person and contact information)_____before you sign it.

I, _____, give my permission for _____
(name of individual) (name of school district)

to release data about me to _____ as described in this consent form.
(name of other entity/person)

1. The specific data I want _____ to release include:
(name of school district)

(explanation of data requested)

2. I understand that I have asked _____ to release the data.
(name of school district)

3. I understand that although the data are classified as private at _____,
(name of school district)

classification/treatment of the data at _____ depends on laws or policies
(name of other entity/person)

that apply to_____.
(name of other entity/person)

This authorization to release expires _____.
(date/time of expiration)

Individual data subject's signature _____ Date_____

Parent/guardian's signature [if needed] _____ Date_____

Adopted: _____

MSBA/MASA Model Policy 406

Orig. 1995

Revised: _____

Rev. 2021

406 PUBLIC AND PRIVATE PERSONNEL DATA

[Note: The provisions of this policy accurately reflect the Minnesota Government Data Practices Act and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its employees, volunteers, independent contractors, and applicants (“personnel”).

II. GENERAL STATEMENT OF POLICY

A. All data on individuals collected, created, received, maintained, or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private or confidential.

III. DEFINITIONS

A. “Public” means that the data is available to anyone who requests it.

B. “Private” means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.

C. “Confidential” means the data are not public and are not accessible to the subject.

D. “Parking space leasing data” means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.

E. “Personnel data” means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.

- F. “Finalist” means an individual who is selected to be interviewed by the school board for a position.
- G. “Protected health information” means individually identifiable health information as defined in 45 C.F.R. § 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 C.F.R. Parts 160, 162 and 164. “Protected health information” excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years..
- H. “Public officials” means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals and in a charter school, individuals employed in comparable positions.

IV. PUBLIC PERSONNEL DATA

- A. The following information on current and former employees, volunteers and independent contractors of the school district, is public:
 - 1. name;
 - 2. employee identification number, which may not be the employee’s Social Security number;
 - 3. actual gross salary;
 - 4. salary range;
 - 5. terms and conditions of employment relationship;
 - 6. contract fees;
 - 7. actual gross pension;
 - 8. the value and nature of employer-paid fringe benefits;
 - 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
 - 10. job title;
 - 11. bargaining unit;

12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on current and former applicants for employment by the school district is public:

1. veteran status;
2. relevant test scores;

3. rank on eligible list;
 4. job history;
 5. education and training; and
 6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:
 - a. name;
 - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;
 - g. prior government service;
 - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, section 15.0597; and
 - i. veteran status.
 2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;

- c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:
- 1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
 - 2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data not listed in Section IV are private data will not be otherwise released unless authorized by law.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data with regard to data on individuals are private.
- E. An individual's checking account number is private when submitted to a government entity.

- F. Personnel data may be disseminated to labor organizations to the extent the responsible authority determines is the dissemination is necessary for the labor organization to conduct elections, notify employees of fair share fee assessments and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services (“BMS”) to the extent the dissemination is ordered or authorized by the Commissioner of the BMS.
- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district’s investigation of any complaint or charge against the employee.
- H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 - 1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 - 2. a prepetition screening team conducting an investigation of the employee under Minnesota Statutes. section 253B.07, subdivision 1; or
 - 3. a court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee’s access to that data would:
 - 1. threaten the personal safety of the complainant or a witness; or
 - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school district must report to the Minnesota Professional Educator Licensing and Standards Board (“PELSB”) or the Board of School Administrators (“BOSA”), whichever has jurisdiction over the teacher’s or administrator’s license, as required by Minnesota Statutes, section 122A.20, subdivision. 2, and shall, upon written request from the licensing board having jurisdiction over license, provide the licensing board with information about the teacher or administrator from the school district’s files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

[Note: The obligation to make a report set forth in this section applies equally to charter school boards and their executive directors and charter school authorizers.]

- M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes. Ch. 268.
- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education (“MDE”) under Minnesota Statutes Chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
 2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee’s alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes Chapter 13.

Data that are released under this paragraph must not include data on the student.

- P. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- Q. Protected health information, as defined in 45 C.F.R. Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.
- R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner of the MDE makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4 or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision. 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the

requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minnesota Statutes Chapter 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated [*name and title, telephone*] as the authority responsible for personnel data.

The responsible authority, or a school district employee if so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.41 (Licensing Data – Public Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, subd. 3 (Applicants for Employment)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, 162 and 164 (HIPAA Regulations)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA Law Bulletin “I” (School Records – Privacy – Access to Data)

Adopted: _____

MSBA/MASA Model Policy 414

Orig. 1995

Revised: _____

Rev. 2022

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. Ch. 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Juvenile Safety and Placement) 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 maltreated or has been maltreated within the preceding three years.

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

response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

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

- G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under 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.
- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by 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 that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that 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 that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under 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.

- J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in 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, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative..

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately by telephone or otherwise., The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees.

Knowingly or recklessly making a false report also may result in discipline.

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

V. INVESTIGATION

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

- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, 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. 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. Ch. 260E (Reporting of Maltreatment of Minors)
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)
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: _____ SMP File # _____ (MDE staff use only)

REPORTER (Reporter is confidential under Minnesota Statutes, section 260E.)

Name: _____ Title: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Mandated Reporter: Yes No

SCHOOL INFORMATION (Current Enrollment Location of Alleged Victim)

ISD#: _____ School District: _____ School/ Program Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Principal/Director: _____ Phone: _____

Email: _____

Transportation Company Contact: _____ Phone: _____

Email: _____

ALLEGED VICTIM

Name: _____ Address: _____ City: _____ State: _____ Zip: _____

Male Female DOB: _____ Grade: _____ Race/Ethnicity: _____

Receives Special Education Services: Yes No Primary Disability Category: _____

Alleged Victim is over the age of 18: Yes No (If over 18, please provide the following contact information)

Alleged Victim Phone: _____ Alleged Victim Email: _____

Alleged Victim has a legal guardian: Yes No

Parent/Guardian 1: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Parent/Guardian 2: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

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

ALLEGED OFFENDER

Name: _____ Position: _____ DOB: _____ Male Female
Home Address: _____ City: _____ State: _____ Zip: _____
Email: _____
Race/Ethnicity: _____ Phone: _____ Alternate Phone: _____
Licensed: Yes No
If licensed, name of licensing board(s): _____ License/Folder # _____

INCIDENT

Date: _____ Time: _____ Setting (i.e. Bus, Classroom): _____
Location and Address (if different than enrolled school): _____
Witness _____ Phone: _____
Witness _____ Phone: _____
Police Notified: Yes No Police Department: _____
Police Contact: _____ Phone: _____ Case #: _____

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

Description of Incident and Injury: (please attach additional documentation, if needed)

Adopted: _____

MSBA/MASA Model Policy 416

Revised: _____

Orig. 1995
Rev. ~~2009~~ 2015

416 DRUG AND ALCOHOL TESTING

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950- 181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not

medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

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

A. General Statement of Policy

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

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

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

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

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

C. Policy and Educational Materials

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

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

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

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

D. Alcohol and Controlled Substances Testing Program Manager

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

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

E. Specific Prohibitions for Drivers

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

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

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

F. Other Alcohol-Related Conduct

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

No driver found to have an alcohol concentration of 0.02 or greater but less than

0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs

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

H. Testing Requirements

1. Pre-Employment Testing

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

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

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

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

up tests), within the preceding two (2) years.

[Note: The federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 C.F.R. § 382.413 and 49 C.F.R. § 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

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

2. Post-Accident Testing

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

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

substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

3. Random Testing

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

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

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

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

4. Reasonable Suspicion Testing

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

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty- four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

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

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

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

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled

substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

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

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

I. Testing Procedures

1. Drug Testing

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

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated

collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test

result as received from the testing laboratory exists.

- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

[Note: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 C.F.R. § 40.225]

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

- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

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

[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minn. Stat. § 221.031, Subd. 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]

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

K. Testing Laboratory

The testing laboratory for controlled substances will be [***name, address, telephone number***], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

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

M. Recordkeeping Requirements and Retention of Records

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

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

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

Basic records	5 years
---------------	---------

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

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

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

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and

performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

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

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

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

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

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to

comply with follow-up testing requirements.

3. Disciplinary Action

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

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

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

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

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

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

1. General Limitations

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

2. Job Applicant Testing

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

3. Random Testing

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

4. Reasonable Suspicion Testing

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

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the

employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

- c. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

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

6. Routine Physical Examination Testing

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

B. No Legal Duty to Test

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

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including medical cannabis, regardless of enrollment in the state registry program.
2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. § 181.953, Subd. 1, for the purpose of measuring the presence or absence of

drugs, alcohol, or their metabolites in the sample tested.

3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).
5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. § 181.953, Subd. 1.
6. "Random selection basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. "Reasonable suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. "Safety-sensitive position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

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

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

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

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

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

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

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

E. Reliability and Fairness Safeguards

1. Pretest Notice

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

2. Notice of Test Results

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

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee

or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

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

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same

drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

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

Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

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

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

same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.

~~6.7.~~ An employee must be given access to information in his or her personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

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

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

H. Chain-of-Custody Procedures

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

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view

of, or must be placed in a secure area by a person authorized to handle the sample;

3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

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

2. Confidentiality Limitations

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

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

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

4. Privilege

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

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing

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

V. POSTING

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

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

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

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2022

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
 - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for

tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.

- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

- 1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.

- (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- b. Attend trainings related to test administration and security.
- c. Complete required training course(s) for tests administering.

- d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
- a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

- 1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

- c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address..]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:

Minn. Stat. § 13.34 (Examination Data)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
 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 3501.082 (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 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)
 Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

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.

C.

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 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. (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/2201comprehensiveschools
afetyguide.pdf](https://dps.mn.gov/divisions/sfm/documents/2201comprehensiveschoolsafetyguide.pdf)



Teacher Contract

The School Board of Independent School District 2180 of the State of Minnesota, Clara City, Minnesota, enters into this agreement, pursuant to M.S. 125.12 as amended, with Alyson Helgeson a legally qualified and licensed teacher who agrees to teach in the public schools of said district as Elementary Teacher (K) for the school year 2022-2023.

The following provisions shall apply and are a part of this contract:

- 1. Basic Services: Said teacher shall faithfully perform the services prescribed by the school board or its designated representative...
2. Duration: This contract is subject to the provision of M.S. 125.12 as amended and to all laws, rules and regulations of the State of Minnesota...
3. Duty Year: The teacher's duty year and vacation days shall be as adopted by the school board...
4. Additional Services: The school board, or its designated representative, may assign the teacher to extracurricular, co-curricular, or other assignments...
5. Reference: This contract shall be subject to the agreement between the school district and the exclusive representative if any...
6. Special Provision: (Insert here any other contractual provisions).

In addition, said teacher agrees to perform the following additional services for the additional salary indicated.

Table with 2 columns: Additional Service, Additional Compensation. Contains two rows for additional services and compensation.

7. In Consideration thereof, the school board agrees to pay said teacher the following annual salary:

- \$ 52,000 For Basic Services: Level MA
\$ For Additional Services as set forth in paragraph 6
\$ 52,000 Total salary, exclusive of fringe benefits.

Such salary shall be paid as authorized and in such installments during the terms of the year as may be determined by appropriate school board regulation. This contract shall be effective only after it has been authorized by the school board in appropriate action, recorded in its minutes, and executed by the parties.

IN WITNESS THEREOF I have subscribed my signature this 11th day of May, 2022

Teacher: [Signature]

IN WITNESS THEREOF we have subscribed our signatures this ___ day of _____,

Independent School District No. 2180

Clerk: _____

Chairperson: _____



Teacher Contract

The School Board of Independent School District 2180 of the State of Minnesota, Clara City, Minnesota, enters into this agreement, pursuant to M.S. 125.12 as amended, with Jakob Zuidema a legally qualified and licensed teacher who agrees to teach in the public schools of said district as Social Studies Teacher for the school year 2022-2023.

The following provisions shall apply and are a part of this contract:

- 1. Basic Services: Said teacher shall faithfully perform the services prescribed by the school board or its designated representative, whether or not such services are specifically described in this contract, abide by the rule and regulations as established by the school board and State Board of Education, and any additions or amendments thereto, for the annual salary indicated below, and agrees to teach for the school district as assigned in such grades or subjects for which the teacher has the necessary license.
2. Duration: This contract is subject to the provision of M.S. 125.12 as amended and to all laws, rules and regulations of the State of Minnesota relevant to qualification, licensure, employment, termination and discharge for cause of teachers. Thereafter this contract shall remain in full force and effect except if modified by mutual consent of the school board and the teacher or unless terminated as provided by law, or by written resignation pursuant to M.S.125.12.
3. Duty Year: The teacher's duty year and vacation days shall be as adopted by the school board, and the teacher agrees to teach on those legal holidays on which the school board is authorized to conduct school if the school board so determines. In the event a duty day is lost due to any emergency, the teacher agrees to perform duties on such other day in lieu thereof as determined by the school board.
4. Additional Services: The school board, or its designated representative, may assign the teacher to extracurricular, co-curricular, or other assignments, subject to established compensation for such services which exceed the services authorized in paragraph 1. Said extracurricular, co-curricular or other assignments may be described in paragraph 6 of this contract or by letter of assignment, together with a recitation of the compensation, if any, to be paid for said assignment. The school board, or its designated representative, may make any additions or amendments during the duty year as shall be necessary. Said extracurricular, co-curricular, or other assignments and compensation, if any, for such assignment shall not become a part of the teacher's Continuing Contract rights unless the words "continuing contract" are recorded immediately following the assignment.
5. Reference: This contract shall be subject to the agreement between the school district and the exclusive representative if any, and the provisions of the Public Employment Labor Relations Act as amended.
6. Special Provision: (Insert here any other contractual provisions).

In addition, said teacher agrees to perform the following additional services for the additional salary indicated.

Table with 2 columns: Additional Service, Additional Compensation. Row 1: blank, \$. Row 2: blank, \$.

7. In Consideration thereof, the school board agrees to pay said teacher the following annual salary:

\$ 42,250 For Basic Services: BS Year 0
\$ For Additional Services as set forth in paragraph 6
\$ 42,250 Total salary, exclusive of fringe benefits.

Such salary shall be paid as authorized and in such installments during the terms of the year as may be determined by appropriate school board regulation. This contract shall be effective only after it has been authorized by the school board in appropriate action, recorded in its minutes, and executed by the parties.

IN WITNESS THEREOF I have subscribed my signature this 17th day of June, 2022

Teacher: [Signature]

IN WITNESS THEREOF we have subscribed our signatures this ___ day of ___

Independent School District No. 2180

Clerk: _____

Chairperson: _____



Teacher Contract

The School Board of Independent School District 2180 of the State of Minnesota, Clara City, Minnesota, enters into this agreement, pursuant to M.S. 125.12 as amended, with Michaela Bullivant a legally qualified and licensed teacher who agrees to teach in the public schools of said district as Elementary Music for the school year 2022-2023.

The following provisions shall apply and are a part of this contract:

- 1. Basic Services: Said teacher shall faithfully perform the services prescribed by the school board or its designated representative...
2. Duration: This contract is subject to the provision of M.S. 125.12 as amended...
3. Duty Year: The teacher's duty year and vacation days shall be as adopted by the school board...
4. Additional Services: The school board, or its designated representative, may assign the teacher to extracurricular, co-curricular, or other assignments...
5. Reference: This contract shall be subject to the agreement between the school district and the exclusive representative...
6. Special Provision: (Insert here any other contractual provisions).

In addition, said teacher agrees to perform the following additional services for the additional salary indicated.

Table with 2 columns: Additional Service, Additional Compensation. Contains two rows for additional services and compensation.

7. In Consideration thereof, the school board agrees to pay said teacher the following annual salary:

\$ 42,250 For Basic Services: BA Yr 0
\$ For Additional Services as set forth in paragraph 6
\$ 42,250 Total salary, exclusive of fringe benefits.

Such salary shall be paid as authorized and in such installments during the terms of the year as may be determined by appropriate school board regulation. This contract shall be effective only after it has been authorized by the school board in appropriate action, recorded in its minutes, and executed by the parties.

IN WITNESS THEREOF I have subscribed my signature this 9th day of June, 2022

Teacher: [Handwritten signature]

IN WITNESS THEREOF we have subscribed our signatures this _____ day of _____, _____

Independent School District No. 2180

Clerk: _____

Chairperson: _____

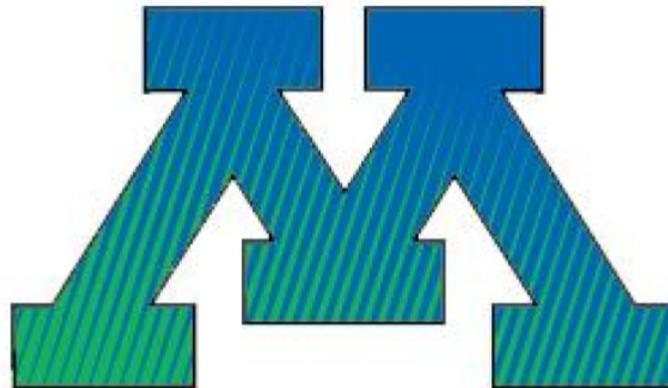
Date: May 11, 2022
To: Superintendent and School Board
From: Julie Wohlman

Subject: Bread Proposal with Western MN 5

We received only one bread proposal and it was from Pan O Gold.

I am recommending that we go with Pan O gold for the 2022-2023 school year. Pan O Gold met all the requirements of the Request for Proposal including the price. We also have the option to negotiate for three 1-year renewals.

*MACCRAY INDEPENDENT
SCHOOL DISTRICT #2180*



Teacher Mentorship Program

Board Approved: {INSERT DATE HERE}

Table of Contents

Section	Page
Mentoring Program Overview	
Goal for the MACCRAY Mentoring Program	2
Teacher Placement Within The Mentoring Program	2
Mentor/Mentee Responsibilities	
Mentee	3
Mentor	3
School Administration Team	4
Support Process for Maintaining the Mentor/Mentee Relationship	5
Mentor Requirements and Compensation	5
New Teacher Checklist	6
Introductions	7
Mentor/Mentee Tips for Success	
Mentor	10
Mentee	11
Monthly Schedule Guidelines	12
Monthly Guidelines Overview	13
Mentorship Program Year 1	14
Mentorship Program Year 2	26
Mentorship Program Year 3	37
Veteran Teacher Mentorship Program	42
Mentor Observation Form	48
Instructional Rounds	49
Description of Observation Criteria	50



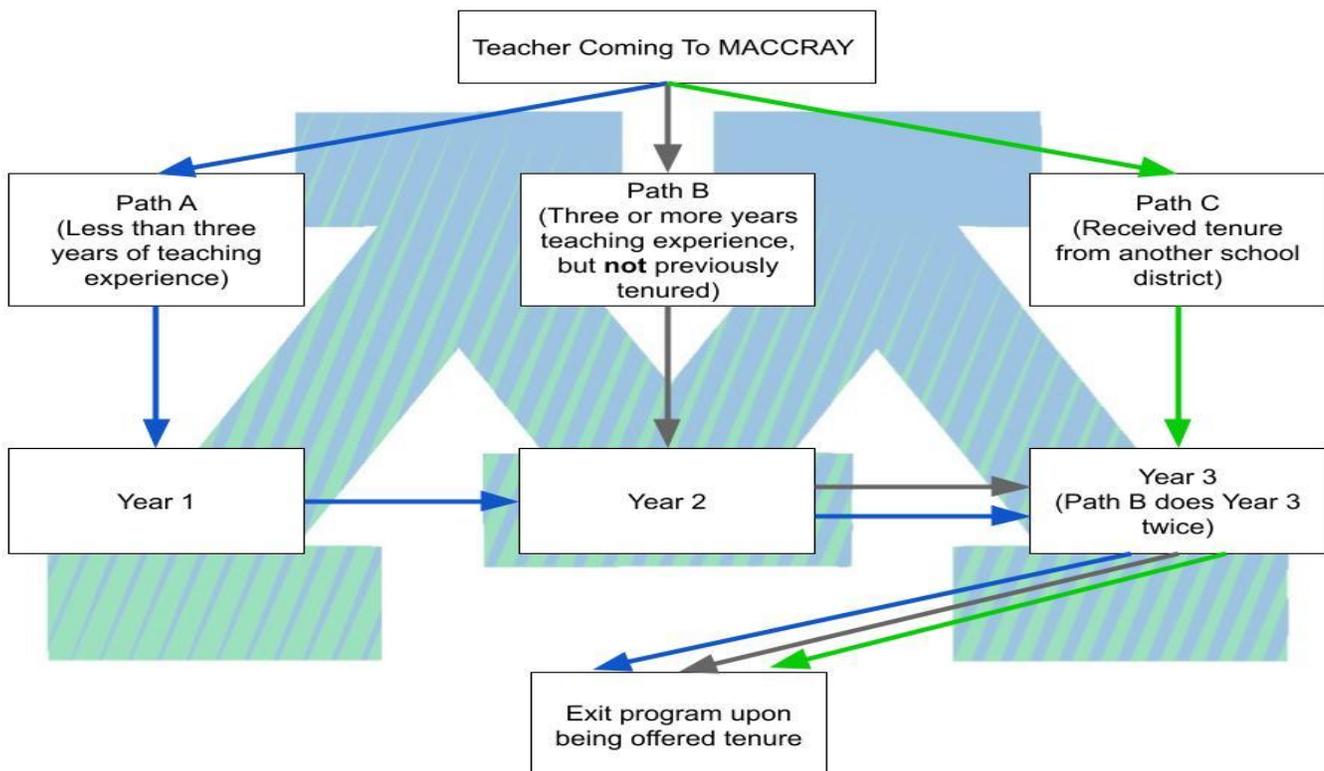
Mentoring Program Overview

Goal for the MACCRAY Mentoring Program

The primary goal of the MACCRAY Public School District Mentorship Program is to support teachers that are new to the school district so they can excel in educating our students to the best of their ability. This program creates a support structure that teachers who are new to the district can utilize whether they are a veteran educator or a teacher who is new to the profession. We want all our teachers to reach their highest potential not only so they can provide a world-class education to our students, but we also want to support them as they grow professionally and become valued members of our community.

Teacher Placement Within the Mentoring Program

Educators who have been hired by MACCRAY Public School District will be placed in the District's Mentorship Program. All educators will continue to be supported in the Mentorship Program until they have been granted tenure by the MACCRAY Public School District School Board. All educators will be assigned a mentor, and assigned a position within the mentorship program:





Mentor/Mentee Responsibilities

Mentee

- **Play an active role in the mentoring relationship.** A new teacher can do this by offering critical reflection on his/her own practice and by identifying areas in which assistance is needed.
- **Seek out help.** The mentee must understand that he or she must seek out support team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- **Observe experienced teachers at work.** Observing various teachers on a regular basis will allow the mentee the opportunity to see and reflect on other teaching styles.
 - Utilize Pineapple Charts in staff lounges to find opportunities to observe not only mentor, but other teachers as well and offer up times for others to observe them.
 - Building administrators will schedule substitutes or coverage
 - There are some requirements based upon where a teacher is placed in the mentorship program. However, these can also be arranged if wanted/needed and coverage will be provided.
- **Participate in a support process for maintaining a mentor/mentee relationship.** If an unresolvable issue arises in the mentor/mentee relationship, the mentee will request to meet with the Principal to address the issue. If no resolution is reached, the mentee will request to meet with the mentor and the building principal for further discussion to reach a resolution.

Mentor

- **Ensure a strong start to the year.** Mentors can help teachers new to the District get the new year started off right by making sure they know where to obtain all needed materials and by explaining the routines and schedules that pertain to them.
- **Provide instructional support.** This could include:
 - Providing regular opportunities for the mentee to observe the mentor (or another teacher) teaching.
 - A form will be provided to assist in this process
 - Participating in discussions following the lesson that draws upon reflective thinking techniques.

- Conferencing with the mentee following observed lessons to provide feedback on what was observed.
 - Providing support in the Framework of Instruction and the implementation of the curriculum.
 - Refining various teaching strategies that engage students.
 - Addressing issues such as classroom management and communicating effectively with parents.
 - Recognizing and addressing multiple learning styles and individual student needs.
- **Provide professional support.** Teachers new to the District need to be informed of school policies and procedures, particularly regarding standards and procedures for teacher evaluation.
 - **Maintain a confidential relationship with the new-to-district teacher.** It is important that the new teacher is confident that the dialogue they have with their mentor is safe and secure and that they will get nurturing and supportive feedback from their mentor.
 - **Attend mentor meetings.**
 - **Participate in a support process for maintaining a mentor/mentee relationship.** If an unresolvable issue arises in the mentor/mentee relationship, the mentee will request to meet with the building principal to reach a resolution.

School Administration Team

- **Establish a school culture** that is built on collegiality and supports professional collaboration among new and veteran teachers.
- **Concurrent Planning Period** is important to ensure the availability of mentor to mentee. This will not always be possible, but doing as much as possible to provide opportunities is important to the process.
- **Participate in a support process for maintaining a mentor/mentee relationship.** If an unresolvable issue arises in the mentor/mentee relationship, the mentee/mentor will request to meet with the building principal to reach a resolution.
- **Provide for either a mentee or mentor's class to be covered** for a single period to provide opportunities for observation. How often will depend on need as determined by the mentor and mentee with administrator approval.
- **Cooperate with and support the Mentor.** Maintain contact with both the mentor and mentee and especially work together with the mentor to meet the needs of the new staff member.

Support Process for Maintaining the Mentor/Mentee Relationship

Mentors and mentees will have opportunities to meet and discuss with their peer groups to discuss professional growth, idea-sharing, and have discussions that are best served by those sharing similar experiences.

Mentor Requirements and Compensation

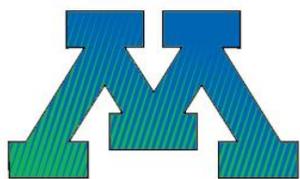
The purpose of the mentor will be to provide information, support, and encouragement for the success of the “mentee” they are assigned to support. Some educators that are new to the district may only need to acclimate to their new school/district so they can continue their already successful teaching career. Other teachers may need more guidance and support as they begin their professional journey to educate the children of our community. Whether an educator new to our district identifies more with the former or the latter, or perhaps somewhere in between, the best support we can provide them with is the assistance of one of our skilled educators.

While determining an appropriate mentor, it is important to look for natural connections. Rooms nearby and content area similarity serve as starting places for conversations. From there, it is important to look for tenured teachers who are patient, kind, good listeners, able to talk realistically, but positively about the profession, and adept at building confidence.

We understand that any teacher in our district would be willing to assist our new staff, however, we wanted to ensure one of our top educators is made available to our new staff. This relationship may also allow some of our top staff members to serve as role models for how to be effective and successful within our school district, and the profession of teaching.

Mentors will be compensated based on the amount of support that is afforded to an individual based on their placement within the mentorship program. A first-year teacher will most likely need more support than an experienced staff member that is new to the district, so the level of support and compensation is adjusted accordingly:

Mentor Compensation: \$500



New Teacher Checklist

It is important to ensure the mentee has all of the information possible to ensure a positive start to the new school year. Remember, even the most basic information will be useful. Below are some suggestions of topics for the mentor and mentee to cover before school begins. Many of these will be covered on the first day of the New Teacher Workshop, but are good to discuss twice.

Office Basics

- Where the mailboxes are located
- Introduce all office staff and indicate who can help with each type of issue that may arise
- Faculty or break rooms, vending machines, water coolers, refrigerator, bathrooms
- How to work the copier, extra paper, what to do if there is a paper jam, getting items laminated, making color copies, etc...
- Location of extra supplies and how to order supplies
- Where the student files are located
- Telephone basics, setting up/retrieving voicemail
- How to access SMARTeR and other district forms on the website

Professional Behaviors/Expectations

- Important specifics of the teacher contract
- Dress code and/or expectations
- Workday start and end times
- Requesting a day of leave (personal, professional, illness)
- Protocol for when you are having a substitute
- Unplanned absence (need to leave school)
- What to do if there is a delay of school
- Acceptable vs. unacceptable use of social media

School Procedures

- Layout of the school
- Emergency Procedures – fire drills, tornado drills, lockdown procedures, evacuation drill, bus evacuation, AED Machines, etc...
- Taking attendance
- Staff Handbook Review
- Student Handbook Review
- Maintaining the grade book
- Homework policy
- Discipline system/Discipline plan
- Procedures for when there is an accident
- How to contact a custodian/custodial help desk
- Protocol to send a student to the nurse
- Planning for the Open House/Orientation
- Classroom Management
- Lunchroom procedures
- School library usage
- Procedure for attending athletics and activity events

Curriculum Related

- PLC expectations
- Learning Targets and “I can...” statements
- Curriculum materials (books, binders, etc)
- Curriculum resources
- Assessments
- Student Supports/Intervention

Technology-Related

- Working the board/TV and other classroom equipment
- How to use the Technology Help Desk
- Student and Teacher technology
- Forms Folder
- Resources available
- Acceptable Use Policy
- Grading platform



Introductions

Mentor Fact Sheet

Please answer only the questions you feel comfortable sharing.

Full Name: _____

Birthday: _____

Preferred Name: _____

of Years Taught: _____

Spouse (if applicable): _____

Child(ren) names:

Ages:

Grade in School:

Address _____

Telephone Number (____)-_____

E-mail Address at School _____

E-mail Address at Home _____

Subject/grade level you are teaching _____

Extracurricular and Co-curricular Activities Involved with

Special Interests/Hobbies include.....



Introduction

New Teacher Fact Sheet

Please answer only the questions you feel comfortable sharing.

Full Name: _____

Birthday: _____

Preferred Name: _____

of Years Taught: _____

Spouse (if applicable): _____

Child(ren) names:

Ages:

Grade in School:

Address _____

Telephone Number (____)- _____

E-mail Address at School _____

E-mail Address at Home _____

Subject/grade level you are teaching _____

Special Interests/Hobbies include.....

What can we do for you to make your first weeks easier?



Mentor/Mentee Tips for Success

Please read through them and use them for ideas and as a guide for your roles as both a mentor and mentee.

Tips for Mentors

- Get involved in solving specific problems about curriculum, instruction, and relationships.
- Provide opportunities for classroom visits with feedback. Encourage visits to other classrooms by offering to cover the beginning teacher's classroom.
- Stay positive when talking with the new teacher and help them remain positive
- Help the new teacher cope with practical details of being a teacher
- Listen to daily concerns, progress, questions
- Serve as a source of ideas
- Be easily accessible, trustworthy, and understanding
- Offer assistance on classroom management
- Show awareness of, commitment to, and familiarity with the new teacher's classroom
- Schedule time willingly with the beginning teacher
- Provide a task-oriented focus established through a two-way interchange about goals and procedures
- Be open to the new teacher's ideas, you may learn as much from them as they do from you.
- Remind new teachers that you were once in their shoes
- Sit with the new teacher at staff development
- Seek them out, don't always wait for them to come to you.
- Remember the traditions and events you take for granted, they likely will not know anything about.
- Vary when you check-in, you may get different answers in the morning vs midday vs the end of the day.
- Even if you think they have it figured out, continue to check in with them.
- Have patience and empathy. Together we can build a stronger MACCRAY!

Tips for Mentees

- **Tips for Classroom Management**

- Maintain an organized, pleasant, functional classroom environment
- Always greet your students at the door
- Always arrive prepared
- Adopt only a few rules, and establish procedures for all students
- Give copies of your rules and procedures to students and parents
- Engage students in meaningful activities related to standards
- Be consistent and proactive in addressing potential problems.
- Maximize instructional time
- Create the conditions for all students to experience success
- Treat all students with dignity

- **What New Teachers Need to Succeed**

- Be you, take everything you learn, and figure out what works for you and what doesn't.
- Be sure to set aside time for yourself, away from school and work.
- Ask as many questions as possible, even if you think it is silly.
- Be open to learning. You will grow with every amazing lesson as well as every failure.
- You will have a bad lesson or day, everyone does. Take a moment to reflect and start fresh tomorrow.
- Remember that you and the parents are a team, so find common ground.
- Get interested in the students. Go to their games, concerts, events, etc.
- Plan, plan ahead.
- Keep breathing.
- Offer new and fresh ideas
- Ask your mentor about their first few years as a teacher.

- **New teachers should focus on the following areas:**

- Techniques for classroom management (building relationships)
- Information on communicating with students and parents
- Self-reflection
- Observations tips and techniques (themselves and other teachers)
- How to establish a culture for learning
- Giving timely and quality feedback



Monthly Schedule Guidelines

These are all guidelines. Feel free to meet more often. Meetings are recommended to be 30 minutes to ensure the mentor is giving time to support the mentee.

August	2 Days New Teacher Mentor/Mentee Meeting
September	Mentor/Mentee Meeting (3 times)
October	Cookies and Questions Roundtable (Mentees) Mentor Meeting (Article Study) Mentor/Mentee Meeting (1 time)
November	Mentor/Mentee Meeting (2 times)
December	Mid-year Check-in Roundtable (Light) (Mentee) Mentor Meeting (Light) Mentor/Mentee Meeting (1 time)
January	Mentor/Mentee Meeting (2 times)
February	Roundtable Check-in (Mentee) Mentor Meeting (Article Study) Mentor/Mentee Meeting (1 time)
March	Mentor/Mentee Meeting (2 times)
April	End of year Check-in (Mentee) Mentor Meeting (Program Discussion) Mentor/Mentee Meeting (1 time)
May	Mentor/Mentee Meeting (1 time)



Monthly Guidelines Overview

August

Day 1 District Basics (4 hrs)
Day 2 LSI/TDE Training (4 hrs)
Mentor/Mentee Meeting-Start of School Basics

September

Grading/Attendance
Classroom Management
Resources (Materials/People)

October

Roundtable - Share what has been successful
Data/TDE/Parents
Conferences

November

Review Previous

December

Mid-year Check-in/Lighter-Festivities

January

Stresses/Successes
End of Semester

February

Conferences/Data

March

Classroom Management Check-in
Navigating Testing Season

April

Looking ahead to end of year activities
Finishing strong

May

End of Year Activities/Evaluation of the year



Mentorship Program

Year 1

MENTOR LOG SHEET

YEAR 1 (Requirement is Weekly Meeting)

MENTOR _____ NEW TEACHER _____

SCHOOL YEAR _____

DATE	NOTES	ACTION (is follow up necessary?)

DATE	NOTES	ACTION (is follow up necessary?)

Mentor_____

Mentee_____

August Guidelines

- Hold mentor/mentee conference-treat as a chance to get acquainted in a setting that both can be comfortable
- Plan long and short-range goals
- Familiarization with curriculum maps and resources
- Cover “New Teacher Checklist”
- Discuss building and district meetings for the month
- Walkthrough website and other sites and resources available
- Student Handbook Review
- Positive communication with parents
- Develop classroom management strategies
- Attendance Procedures
- Grading Procedures and Record-Keeping
- Discuss how to locate and order educational resources such as videos, books, etc. to supplement teaching
- Address any other concerns and schedule a meeting for next month
- Discuss Learning Targets (LTs), Success Criteria, “I can...” Statements, and Classroom assessments
- What is PBIS? (Pride tickets)
- What are PLCs?

September Guidelines

- (Elementary) Discuss Halloween Party
 - Expectations of teacher
 - Expectations of parents
 - Tips for successful party
- Discuss grading philosophy
- (High school) Discuss Homecoming
- Develop Substitute folders and expectations
- Discuss with mentee those students that give them the most trouble or that they struggle to connect with, and to try to identify some possible reasons.
- Gather information from SPED teachers about special education needs for students (IEPs)
- Discuss Mid-quarter procedures, the importance of helping struggling students
- Finish/Review "New Teacher Checklist"
- Mandated Reporting
- Discuss building procedures and traditions (lunch, release time, etc.)
- Share student accountability strategies
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments

October Guidelines

- Discuss long and short-range goals
- Plan for observation and allow time for feedback
- Generate a variety of mid-term progress report procedures and options, conferences
- Revisit curriculum map and pacing guide
- Review Teacher Evaluation
- Share information about Student Programs
- Local newspapers and school social media (special project articles and confidential information)
- Discuss alternative lesson styles that may support teachers for units and lessons that did not meet expectations
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss parent-teacher conferences
 - Scheduling (how parents sign-up, how to communicate times, other teacher involvement)
 - Grade Evaluations
 - How to have effective parent-teacher conferences
- Building Level Assessment Data ~ STAR, MCA, etc.
- Share information about school organizations
- Address any other concerns and schedule next month's meeting
- Share information & process for professional development opportunities
- Discuss end of quarter procedures

November Guidelines

- Discuss long and short-range goals. Make any revisions if necessary.
- Plan for observation and feedback (Mentor, other staff, etc.)
- Discuss building and district meetings
- Advise new teacher of special events, delayed openings & snow day procedures
- Talk about communicating with parents.
- Discuss building community contacts, people that can be brought into the class or can provide resources to enrich instruction.
- Discuss the continual reflection process on what is working/not working in the classroom.
- Review Teacher Evaluation
- Look at Academic Standards for content/grade level
- Ask mentee about any drills, procedures, or paperwork that may be still frustrating them.
- Find and utilize pacing guides
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss assessment data
- Address any other concerns and schedule next month's meeting
- (Elementary) Discuss Holiday Party
- (Elementary) Music Concert Expectations

December Guidelines

- Discuss long and short term goals. Are you achieving goals? What do you want to accomplish by the end of the school year?
- Observations and Sharing
- Discuss building Holiday activities
- Discuss building and curriculum meetings
- Review Teacher Evaluation
- Revisit curriculum map and pacing guide
- Discuss how mentee evaluated their performance outside of administrative observations.
- Discuss alternative lesson styles that may support teachers for units and lessons that did not meet expectations
- Schedule time for the mentee to observe you and you to observe them in the next couple of months.
- Attend Holiday gatherings
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Check in on classroom management & discipline procedures
- Address any other concerns and schedule next month's meeting
- (High School) Discuss Snow Week

January Guidelines

- Discuss long and short-range goals. Make any revisions if necessary.
- Schedule an observation (mentor, other staff, etc.)
- Discuss end of semester procedures.
- Share teaching experiences thus far (What worked and what didn't?)
- Discuss building and district meetings.
- Review Teacher Evaluation
- Review standards to identify remaining needs for second semester
- Discuss benchmarking data.
- Identify strategies for working with students that present the most challenge to mentee.
- Identify how mentee collects evidence of learning in the classroom and uses it to modify or improve instruction.
- Discuss Requisition Request
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Address any other concerns and schedule next month's meeting
- (Elementary) Discuss Valentine's Party

February Guidelines

- Discuss building and district meetings
- Continuing Education requirements and procedures
- Review Teacher Evaluation
- Discuss MCA Testing
- Discuss alternative lesson styles that may support teachers for units and lessons that did not meet expectations
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Review Budget, Capital Requests, and 2180 Foundation
- Address any other concerns and schedule next month's meeting

March Guidelines

- Discuss long and short-range goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Schedule an observation (Mentor, other staff, etc.)
- Discuss building and district meetings
- Discuss End of Quarter 3 issues and prepare for Quarter 4.
- Review Teacher Evaluation
- Discuss summer school
- Give suggestions for keeping momentum & interest at the end of the year for students and teachers
- Review Standards
- Pacing Guide
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss assessment data.
- Address any other concerns and schedule next month's meeting

April Guidelines

- Discuss long- and short-term goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Review plans for end-of-year student activities/calendar
- Review Teacher Evaluation
- Discuss alternative lesson styles that may support teachers for units and lessons that did not meet expectations
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Inventory procedures
- Address any other concerns and schedule next month's meeting

May Guidelines

- Discuss long and short term goals. What are your personal and professional goals for this summer? Next school year?
- Requisition procedures and computer filing should be completed.
- Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful
- Discuss the "End-of-the-Year" procedures
- Reflection on how you felt the year went.
- Complete mentor program evaluation form
- Complete mentor/mentee self-evaluation
- Discuss year-end calendar



Mentorship Program

Year 2

MENTOR LOG SHEET

YEAR 1 (Requirement is Weekly Meeting)

MENTOR _____ NEW TEACHER _____

SCHOOL YEAR _____

DATE	NOTES	ACTION (is follow up necessary?)

August/September Guidelines

- Hold mentor/mentee conferences
- Plan long and short-range goals
- Continue familiarization with curriculum maps and resources
- Discuss building and district meetings for the month
- Discuss Mid-quarter procedures, communication with parents
- Gather information from SPED teachers about special education needs for Students (IEPs)
- Discuss with mentee those students that give them the most trouble or that they struggle to connect to, try and identify some possible reasons.
- Update Substitute folders and expectations
- Address any other concerns and schedule next month's meeting
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments

October Guidelines

- Discuss long and short-range goals
- Plan for observation and feedback
- Generate a variety of mid-term progress report procedures and options, conferences
- Revisit curriculum map and pacing guide
- Share student accountability strategies
- Review Teacher Evaluation
- Share information about Student Programs
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss parent-teacher conferences
 - Scheduling (how parents sign-up, how to communicate times, other teacher involvement)
 - Grade Evaluations
 - How to have effective parent-teacher conferences
- Building Level Assessment Data ~ STAR, MCA, etc.
- Share information about school organizations
- Address any other concerns and schedule next month's meeting
- Remind classroom party planning (elementary)

November Guidelines

- Discuss long and short-range goals. Make any revisions if necessary.
- Plan for observation and feedback. (Mentor, other staff, etc.)
- Talk about communicating with parents **both** good and bad.
- Review Teacher Evaluation
- Look at standards
- Find and utilize pacing guides
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss assessment data
- Address any other concerns and schedule next month's meeting
- (Elementary) Discuss Music Concert Expectations

December Guidelines

- Discuss long and short term goals. Are you achieving goals? What do you want to accomplish by the end of the school year?
- Observations and Sharing
- Discuss building and curriculum meetings
- Review Teacher Evaluation
- Revisit curriculum map and pacing guide
- Classroom computer checkout expectations
- Discuss how mentee evaluated their performance outside of administrative observations.
- Schedule time for the mentee to observe you and you to observe them in the next couple of months.
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Address any other concerns and schedule next month's meeting
- (High School) Discuss Snow Week

January Guidelines

- Discuss long and short-range goals. Make any revisions if necessary.
- Schedule an observation (mentor, other staff, etc.)
- Discuss end of semester procedures.
- Share teaching experiences thus far (What worked and what didn't?)
- Review Teacher Evaluation
- Look at standards
- Discuss assessment data.
- Implement Pacing Guide
- Discuss Requisition Request
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Address any other concerns and schedule next month's meeting

February Guidelines

- Discuss building and district meetings
- Continuing Ed meeting
- Review Teacher Evaluation
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Address any other concerns and schedule next month's meeting
- Discuss MCA Testing/Review Plan

March Guidelines

- Discuss long and short-range goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Schedule an observation (Mentor, other staff, etc.)
- Review Teacher Evaluation
- Review Standards
- Pacing Guide
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss assessment data.
- Address any other concerns and schedule next month's meeting

April Guidelines

- Discuss long and short-term goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Requisition procedures
- Review Teacher Evaluation
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Address any other concerns and schedule next month's meeting

May Guidelines

- Discuss long and short term goals. What are your personal and professional goals for this summer? Next school year?
- Requisition procedures and computer filing should be completed.
- Discuss the “End-of-the-Year” procedures
- Reflection on how you felt the year went.
- Complete evaluation form
- Discuss year-end calendar



Mentorship Program

Year 3

MENTOR LOG SHEET

YEAR 3 (Requirement is Monthly Meeting)

MENTOR _____ NEW TEACHER _____

SCHOOL YEAR _____

DATE	NOTES	ACTION (is follow up necessary?)

Mentor _____ Mentee _____

Quarter 1

- Hold mentor/mentee conferences
- Plan long and short-range goals
- Continue familiarization with curriculum maps, pacing, and resources
- Gather information from SPED teachers about special education needs for Students (IEPs)
- Update Substitute folders and expectations
- Review Teacher Evaluation
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss Student Led-conferences. (Including scheduling, grade evaluations, communication skills, etc.)
- Building Level Assessment Data ~ STAR, NWEA, FAST, MCA, etc.
- Address any other concerns and schedule next quarter's meeting
- Complete Self-Reflection

Quarter 2

- Discuss long and short-term goals. Are you achieving goals? What do you want to accomplish by the end of the school year?
- Plan for observation and feedback. (Mentor, other staff, etc.)
- Review Teacher Evaluation
- Discuss assessment data
- Observations and Sharing
- Revisit curriculum map, standards, and pacing guide
- Discuss how mentee evaluated their performance outside of administrative observations.
- Schedule time for the mentee to observe you and you to observe them in the next couple of months.
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Address any other concerns and schedule next quarter's meeting

Quarter 3

- Discuss long and short range goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Schedule an observation (mentor, other staff, etc.)
- Share teaching experiences thus far (What worked and what didn't?)
- Review Teacher Evaluation
- Discuss Requisition Request
- Continuing Ed meeting
- Discuss end of Quarter 3 issues and prepare for Quarter 4.
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Pacing Guide
- Discuss assessment data.
- Address any other concerns and schedule next quarter's meeting

Quarter 4

- Discuss long and short term goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Review Teacher Evaluation
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Requisition procedures and computer filing should be completed.
- Discuss the "End-of-the-Year" procedures
- Reflection on how you felt the year went.
- Complete evaluation form
- Discuss year-end calendar



Mentorship Veterans Program

MENTOR LOG SHEET

YEAR 1 (Requirement is Monthly Meeting)

MENTOR _____ NEW TEACHER _____

SCHOOL YEAR _____

DATE	NOTES	ACTION	FOLLOW-UP (if needed)

Mentor _____ Mentee _____

Veteran Teacher Self-Reflection

Date: _____

	Strength	Weakness
Strategies in the Classroom		
*Learning targets		
*Student feedback		
*Establishing rules and procedures		
*Coverage of content		
*Delivery of instruction		
*Relationships with students		
*Student engagement		
Preparing and Planning for Instruction		
*Prepared for class		
*Appropriate use of technology		
*Using available resources		
*Adapted material for students with special needs		
Collegiality and Professionalism		
*Promotes a positive environment		
*Collaboration with colleagues on ideas and strategies		
*Attending and implementing staff development ideas		

Assessment/Test Scores:	Actual	Target Score

Quarter 1

- Hold mentor/mentee conferences
- Plan long and short-range goals
- Continue familiarization with curriculum maps, pacing, and resources
- Gather information from SPED teachers about special education needs for Students (IEPs)
- Update Substitute folders and expectations
- Review Teacher Evaluation
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Discuss parent-teacher conferences
 - Scheduling (how parents sign-up, how to communicate times, other teacher involvement)
 - Grade Evaluations
 - How to have effective parent-teacher conferences
- Building Level Assessment Data ~ STAR, NWEA, FAST, MCA, etc.
- Address any other concerns and schedule next quarter's meeting
- (Elementary) Discuss Halloween Party
- (High School) Discuss Homecoming

Quarter 2

- Discuss long and short-term goals. Are you achieving goals? What do you want to accomplish by the end of the school year?
- Plan for observation and feedback. (Mentor, other staff, etc.)
- Review Teacher Evaluation
- Discuss assessment data
- Observations and Sharing
- Revisit curriculum map, standards, and pacing guide
- Discuss how mentee evaluated their performance outside of administrative observations.
- Schedule time for the mentee to observe you and you to observe them in the next couple of months.
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Address any other concerns and schedule next quarter's meeting
- (Elementary) Discuss Holiday and Valentine's Party
- (High School) Discuss Snow Week
- (Elementary) Discuss Music Concert Expectations

Quarter 3

- Discuss long and short range goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Schedule an observation (mentor, other staff, etc.)
- Share teaching experiences thus far (What worked and what didn't?)
- Review Teacher Evaluation
- Discuss Requisition Request
- Continuing Ed meeting
- Discuss end of Quarter 3 issues and prepare for Quarter 4.
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Pacing Guide
- Discuss assessment data.
- Address any other concerns and schedule next quarter's meeting

Quarter 4

- Discuss long and short term goals. Are you achieving your goals? What do you want to accomplish by the end of the school year?
- Review Teacher Evaluation
- Discuss Learning Targets (LTs), Success Criteria, "I can..." Statements, and Classroom assessments
- Requisition procedures and computer filing should be completed.
- Discuss the "End-of-the-Year" procedures
- Reflection on how you felt the year went.
- Complete evaluation form
- Discuss year-end calendar

Mentor Observation Form

Observation # _____ Mentor: _____ Mentee: _____ Date: _____

	Strength	Weakness
Strategies in the Classroom		
*Learning targets		
*Student feedback		
*Establishing rules and procedures		
*Coverage of content		
*Delivery of instruction		
*Relationships with students		
*Student engagement		
Preparing and Planning for Instruction		
*Prepared for class		
*Appropriate use of technology		
*Using available resources		
*Adapted material for students with special needs		
Collegiality and Professionalism		
*Promotes a positive environment		
*Collaboration with colleagues on ideas and strategies		
*Attending and implementing staff development ideas		

Narrative:

Description of Observation Criteria

***Learning Targets:** providing clear learning targets and scales (rubrics).

***Student Feedback:** providing students with feedback for learning.

***Establishing Rules and Procedures:** establishing classroom rules and routines.

***Coverage of Content:** reviewing content and identifying critical information.

***Instruction:** practicing skills, strategies, and processes.

***Student Engagement and Relationship:** engages students with energy and enthusiasm for learning, engages students by demonstrating, and engages students by presenting stories and unusual or intriguing information.

***Preparation for Teaching:** teachers should be prepared in advance for lessons and units.

***Preparation for Using Resources and Technology:** use of technology should be used as a tool to enhance the lessons that you have created with a variety of resources.

***Preparation for Students with Extra Needs:** there are several options of test difficulties and ease of reading material or verbal instruction that should be looked into to fit learning style and should be aligned with IEP.

***Promoting a Positive Environment:** promoting positive interactions between students and parents.

***Promoting Exchange of Ideas and Strategies:** a veteran teacher should collaborate with job alike assigned teachers to enhance content knowledge and delivery.

***Promoting District and School Development:** a veteran teacher should lead by example, how to control a classroom or learning environment to promote optimal learning for a diverse classroom, for the appropriate school and setting. A veteran teacher should lead some of the events that staff puts on such as team staff building. Promoting the committee development and set an example to younger staff that will be veteran leaders some day.