

Regular Meeting

Monday, March 16, 2026 6:00 PM

Board Room 209, 205 2nd Street South, Long Prairie, Minnesota 56347

A. **Call to Order and Pledge of Allegiance**

B. **Roll Call**

C. **Adoption of the Agenda**

D. **Guests**

D.1. Charlie Stier - Golf program wanting to split travel costs to meets

E. **Consent Agenda**

E.1. Minutes

E.2. Bills

E.2.a. Regular Bills

E.2.b. Funds Transfers

E.2.c. Revolving Fund

E.2.d. P-Card Statement

E.3. Financial Report

E.4. Personnel

E.5. Approve additional items for Surplus Sale

E.6. Lease Agreement for the Trap team to use the Long Prairie Sportsman's Club

F. **Reports, Correspondence and Guests**

F.1. Student Representatives

F.2. Program Reports

F.2.a. Activities Report

F.2.b. Community Education

F.2.b.1) Approval of the 3-Year Achievement and Integration Plan

F.2.c. Technology

F.2.d. Business Manager

F.2.e. Health Office Report

F.3. Principals

F.4. Board

F.5. Superintendent

F.5.a. Board Minute

G. **Board Highlight**

H. **Unfinished Business**

H.1. 26-27 Calendar Adjustment

I. **New Business**

I.1. Donations

I.2. Review Policy 625 - AI Policy

I.3. Mutual Termination and Release Agreement with
ALC

I.4. Auditorium Lighting Project Approval

I.5. Fire Alarm Replacement

I.6. Individual Contract Approval

I.7. MOU Approval

J. **Adjourn**

AGENDA

ESCUELAS PÚBLICAS DE LONG PRAIRIE-GREY EAGLE Reunión Regular de la Junta Escolar 16 de marzo de 2026 6:00 PM - Sala de Juntas 209 205 2nd Street South, Long Prairie, Minnesota 56347

En caso de que esta reunión se cancele debido a inclemencias del tiempo u otras condiciones de emergencia, la reunión se llevará a cabo al día siguiente a la misma hora y en el mismo lugar. De acuerdo con los Estatutos de Minnesota § 13D, uno o más miembros de la Junta Escolar pueden participar en esta reunión mediante tecnología interactiva. Al menos un miembro estará físicamente presente en el lugar de la reunión regular, y todas las votaciones se realizarán mediante votación nominal.

Orden del Día

- A. Apertura y Juramento a la Bandera
- B. Pasar Lista (Presentismo)
- C. Adopción de la Agenda
- D. Invitados
 - 1. Charlie Stier - El programa de golf desea dividir los costos de viaje a las competencias
- E. Agenda de Consentimiento
 - 1. Actas
 - 2. Facturas (Cuentas por pagar):
 - a. Facturas regulares
 - b. Transferencias de fondos
 - c. Fondo rotatorio
 - d. Estado de cuenta de la tarjeta P-Card
 - 3. Informe financiero
 - 4. Personal
 - 5. Aprobar artículos adicionales para la venta de excedentes
 - 6. Acuerdo de arrendamiento para que el equipo de tiro (Trap team) utilice el Club de Deportistas de Long Prairie
- F. Informes, Correspondencia e Invitados
 - 1. Representantes estudiantiles
 - 2. Informes de programas:
 - a. Informe de actividades
 - b. Educación comunitaria
 - 1) Aprobación del Plan de Logro e Integración de 3 años
 - c. Tecnología
 - d. Gerente de negocios
 - e. Informe de la oficina de salud
 - 3. Directores
 - 4. Junta

- 5. Superintendente
 - a. Minuta de la Junta
- G. Aspectos Destacados de la Junta
- H. Asuntos Pendientes
 - 1. Ajuste del calendario 26-27
- I. Asuntos Nuevos
 - 1. Donaciones
 - 2. Revisión de la Política 625 - Política de IA (Inteligencia Artificial)
 - 3. Acuerdo de terminación mutua y liberación con ALC
 - 4. Aprobación del proyecto de iluminación del auditorio
 - 5. Reemplazo de la alarma de incendios
 - 6. Aprobación de contrato individual
 - 7. Aprobación de memorando de entendimiento (MOU)
- J. Clausura

Consent Agenda Notes March 16, 2026

E.1 – E.3 – see attachments

E.4 –Personnel –

a. Hires – Kara Rone (Food Service Worker), Emily Bjorgan (Secondary Life Science Teacher MA+1), Nissa Doubek (Paraprofessional), Jessica Rosenow (Kindergarten Teacher)

b. Coaching – Mitch Johnson (Head Baseball Coach), Alison Triebenbach (Volunteer Track Coach), Mikayla Jasmer (Volunteer Track Coach), Nathan Hibbs (Volunteer Track Coach), Tim Otremba (Volunteer Track Coach)

c. Resignations – Paul Urman (Head Baseball Coach), correction from February 23, 2026, Bruce (Chuck) Speer (HS Band Director), Jennifer Houdek (Paraprofessional), Kevin Trierweiler (Food Service Director), Jino Stoner (Secondary English), Rebekah Bollin (Paraprofessional)

E.5 – Approve additional Items for Surplus Sale - items intended for surplus sale for the auction planned for June or July.

E.6 – Lease agreement for Trap team to use the Long Prairie Sportsman Club

School Board Minutes
Regular Meeting
Monday, February 23, 2026

The Meeting of the Board of Education was called to order by Chairman Gohman at 6:00 pm, Monday, February 23, 2026 in the District Board Room 209. Board members present: Gohman, Hollenkamp, Levin, Zahnow, Zastrow and Superintendent Ludvigson. Members Wolf and Wright were excused. Other members present were: Kelsey Paurus, Brad Evenson, Sherri Evenson, Barton Rud, Jenny Thelen and Skylar Rosenow.

The Pledge of Allegiance was recited by all present.

It was moved by Zahnow and seconded by Hollenkamp to adopt the agenda. Motion unanimously carried.

It was moved by Hollenkamp and seconded by Zastrow to approve the following Consent Agenda with the addition of the resignation of Vanessa Bakewell, Paraprofessional. Motion unanimously carried.

CA-1. Regular meeting minutes January 26, 2026

CA-2. Bills

CA-2a. Prewrite checks numbered to and including 24614-24744=\$265,215.23

FY 26 Checks numbered to and including 24745-24798=\$367,848.05

CA-2b. Fund Transfers:

Date	Pmt Type	Vendor	Amount
1/15/2026	WX	PUBLIC EMPLOYEES RETIREMT ASSN	\$ 38,402.72
1/15/2026	WX	COMMISSIONER OF REVENUE	\$ 29,740.46
1/15/2026	WX	TEACHERS RETIREMENT ACCOUNT	\$ 89,888.83
1/15/2026	WX	ELECTRONIC FED TAX PAY SYSTEM	\$ 163,560.88
1/15/2026	WX	AVIBEN	\$ 3,766.71
1/15/2026	WX	AVIBEN	\$ 500.00
1/15/2026	WX	AVIBEN	\$ 5,395.46
1/15/2026	WX	AVIBEN	\$ 6,730.07
1/15/2026	WX	AVIBEN	\$ 1,066.67
1/15/2026	WX	AVIBEN	\$ 461.68
1/15/2026	WX	AVIBEN	\$ 425.00
1/15/2026	WX	AVIBEN	\$ 333.34
1/15/2026	WX	AVIBEN	\$ 2,942.03
1/15/2026	WX	AVIBEN	\$ 500.02
1/15/2026	WX	AVIBEN	\$ 4,393.00
1/15/2026	WX	AVIBEN	\$ 3,566.66
1/15/2026	WX	AVIBEN	\$ 2,619.16
1/15/2026	WX	DELTA DENTAL OF MN	\$ 34.16

1/15/2026	WX	DELTA DENTAL OF MN	\$ 4,020.80
1/15/2026	WX	BLUE CROSS BLUE SHIELD OF MINNESOTA	\$ 128,591.00
1/15/2026	WX	EYE MED VISION CARE, LLC	\$ 323.66
1/31/2026	WX	AMERICAN HERITAGE NATL BANK	\$ 29.00
1/31/2026	WX	AMERICAN HERITAGE NATL BANK	\$ 445.00
1/31/2026	WX	REVTRAK INC	\$ 326.61
1/27/2026	WX	BMO	\$ 3,240.76
1/31/2026	WX	MINNESOTA NATIONAL BANK	\$ 30.00
1/31/2026	WX	BOND TRUST SERVICES CORP	\$ 892,100.00
1/31/2026	WX	BOND TRUST SERVICES CORP	\$ 30,265.60
1/31/2026	WX	BOND TRUST SERVICES CORP	\$ 268,750.00

CA-2c. Revolving checks numbered to and including

CA-2d. P-Card Statement.

CA-3. Financial Report

CA-4 Personnel

A. New Hires

- 1) Eugene Holmquist - Head Cook
- 2) Nissa Doubek - Paraprofessional

B. Accept the following resignations:

- 1) Paul Urman - Head Baseball Coach
- 2) Iraida Borrero - Paraprofessional
- 3) Johnelle Christiansen Food Service
- 4) Eugene Holmquist - Custodian
- 5) Tori Lee - Kindergarten Teacher
- 6) David Blanchard - Secondary English Teacher
- 7) Andrew Engelhardt - Secondary Science Teacher

CA-4a Conferences and Trainings

- a. MSBA/MASA Day at the Capital - March 9, 2026

CA-5 Update Policy 521 - Student Disability Nondiscrimination

CA-6 Lane Change Requests - Effective 3-1-2026

- a. Carissa Bitz to MA+30
- b. Nathan Hibbs to BA+20
- c. Taylor Lanoue to BA+10
- d. Taylor Psyck to BA+10
- e. Abigail Russ to BA+10
- f. Melissa Vetsch-Larson to MA retro back to 22-23 due to clerical error

Motion unanimously carried.

Kelsey Paurus talked about the MSHSL rule that does not allow the 6 graders to participate in Track and Cross Country. Angela Bitz is starting a Track Club to give these kids an opportunity to still be involved.

A motion was made by Zastrow and seconded by Zahnow to follow the MSHSL new policy rules regarding 6th graders not being able to participate in Track and Cross Country MSHSL events. Motion unanimously carried.

Kelsey also talked about banners being put up around town promoting LPGE. The City of Long Prairie is willing to pay for the majority, if not all, of the cost of them and also put them up and take them down and store them.

A motion was made by Hollenkamp and seconded by Zahnow to approve the banners representing LPGE to be displayed around town with the City of Long Prairie paying for the cost of them. Should there be any expense to the school it is not to exceed \$500.00. Motion unanimously carried.

Kelsey also talked about the new credit card readers that have been installed. These will be available to pay for admission fees at games and other events. There will be a convenience fee for using the machine.

Winter sports are wrapping up and spring sports will get underway in 2-3 weeks.

Mr. Evenson gave some information on the VPK program that the school has applied for. It is a grant through the State of Minnesota. We will have to wait until May or June to hear if we have been accepted for this program.

Requests are coming in for renting the Thunder Stadium out. We will need to take a look at pricing for outside entities using the facilities.

Barton Rud said that the PD day on February 16, 2026 went very well. He also reported that they have hired a Secondary Science Teacher for the 26-27 school year and they are currently interviewing for the Secondary English Teacher position.

Superintendent Ludvigson touched on the Compensatory aid stating we won't have any answers until May. Enrollment is steady. Information is being gathered to submit for the Solar Grant.

Board Highlight – Gohman, Hollenkamp and Zastrow have all taken Officers training. There was mention of Community events for the elderly with some discussion on what could be done to involve the students and the elderly citizens of the community.

A motion was made by Zastrow and seconded by Zahnow to give Mr. Ludvigson permission to work with the City of Long Prairie to make the requested upgrades/changes at Soldiers Field for the Outdoor Ice rink. Motion unanimously carried.

The donation resolution was moved by Hollenkamp and seconded by Zahnow:

RESOLUTION ACCEPTING DONATIONS for February 2026

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or device of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

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

THEREFORE, BE IT RESOLVED, that the School Board of Long Prairie Grey Eagle, ISD 2753, gratefully accepts the following donations as identified below:

Donor	Item	Designated Purpose (if any)
Debbie Bruder	\$100	Kylie Goff Scholarship
Long Prairie Rotary Club	\$175	Secondary Activity Day

The vote on adoption of the Resolution was as follows:

Aye: Gohman, Hollenkamp, Levin, Zahnow and Zastrow

Nay: 0

Absent: Wolf & Wright

Whereupon, said Resolution was declared duly adopted.

A motion was made by Hollenkamp and seconded by Zastrow to accept the Resolution for the District's Proportionate Share of LTFM to Freshwater Education District #6004. Motion unanimously carried.

A motion was made by Gohman and seconded by Zastrow to approve the 25-27 Contracts for the Teachers, Clerical and Support Staff. Motion unanimously carried.

A motion was made by Zastrow and seconded by Hollenkamp to approve the 25-27 Contract for the Food Service Director. Motion unanimously carried.

A motion was made by Zastrow and seconded by Zahnow to approve the list of surplus items presented at this time for the upcoming auction. Motion unanimously carried.

The meeting was adjourned at 7:18 pm by Chairman Gohman.

Lori Hollenkamp, Clerk

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MNBK	24863	1049		AKSAMIT TRANSPORTATION OF LONG PRAI		Check
			E 01	005 760 000 720 360	REGULAR	\$63,844.72
			E 01	005 760 000 725 360	SHUTTLE	\$1,275.00
			E 01	005 760 000 723 360	SPED	\$25,067.10
			E 01	303 259 000 000 430	CHOIR	\$75.00
			E 01	400 291 407 733 360	KNOWLEDGE BOWL	\$1,060.40
			E 01	400 294 061 733 360	BOYS BASKETBALL	\$2,913.40
			E 01	400 296 061 733 360	GIRLS BASKETBALL	\$2,190.82
			E 01	400 294 062 733 360	BOYS HOCKEY	\$3,065.94
			E 01	400 294 063 733 360	WRESTLING	\$2,432.88
			E 01	400 296 065 733 360	GYMNASTICS	\$997.29
			E 01	400 298 412 301 401	FFA	\$405.87
PO#:	Voucher #:	11793	Invoice	Invoice No: 417 (Feb)	3/16/2026	Paid Amt: \$103,328.42
			E 01	005 760 000 717 360	LATE BUS	\$1,829.35
PO#:	Voucher #:	11796	Invoice	Invoice No: 417 (Feb)	3/16/2026	Paid Amt: \$1,829.35
			E 01	303 259 000 000 430	FESTIVAL FOR SOPRANOS AND ALTOS - ST	\$93.62
PO#: 2788	Voucher #:	11795	Invoice	Invoice No: 417 (Feb)	3/16/2026	Paid Amt: \$93.62
			E 01	400 298 470 301 401	BREAKFAST & BOOKS - STUDENT COUNCIL	\$75.00
PO#: 2777	Voucher #:	11794	Invoice	Invoice No: 417 (Feb)	3/16/2026	Paid Amt: \$75.00
Check Amount:						\$105,326.39
MNBK	24864	1064		ALL STAR TROPHY & AWARDS INC		Check
			E 01	400 298 416 301 401	GIRLS HOCKEY & BASKETBALL PLAQUES	\$99.00
			B 01	230 050	GIRLS HOCKEY & BASKETBALL PLAQUES	\$83.50
			E 01	400 298 461 301 401	GIRLS HOCKEY & BASKETBALL PLAQUES	\$186.00
PO#:	Voucher #:	11698	Invoice	Invoice No: 13184	3/16/2026	Paid Amt: \$368.50
Check Amount:						\$368.50
MNBK	24865	3126		AMAZON CAPITAL SERVICES		Check
			E 01	400 298 457 301 401	B000Q3BW8K Gold Medal Top N Pop Popcorr	\$59.56
			E 01	400 298 457 301 401	B0761YKMTV PeerBasics Safety Vests 10 P:	\$21.65
			E 01	400 298 457 301 401	Amazon Shipping Charge	\$6.99
PO#: 2800	Voucher #:	11786	Invoice	Invoice No: 1KTJ-RH9P-H4JL	3/16/2026	Paid Amt: \$88.20
			E 04	703 590 000 351 460	Hans Christian Andersen's Complete Fairy Ta	\$19.99
			E 04	703 590 000 351 460	Vigilante Days and Ways	\$10.99
			E 04	703 590 000 351 460	The New Adventures of Sherlock Holmes Coll	\$14.99
			E 04	703 590 000 351 460	The Hiding Place (Radio Theatre) - CD	\$14.22
			E 04	703 590 000 351 460	My Sixty Years on the Plains - CD	\$16.55

Long Prairie-Grey Eagle

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Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24865	3126		AMAZON CAPITAL SERVICES		Check		
			E 04	703 590 000 351 460	Shipping	\$4.99		
PO#: 2779	Voucher #:	11706	Invoice	Invoice No: 1Y1N-XKND-3GJ4	3/16/2026	Paid Amt:	\$81.73	
			E 01	400 298 457 301 401	0448425009 The Night Before Kindergarten	\$55.44		
			E 01	400 298 457 301 401	0448456249 Kindergarten, Here I Come!	\$131.25		
			E 01	400 298 457 301 401	B00BKUULEO Orville Redenbacher's Microw:	\$50.40		
			E 01	400 298 457 301 401	B0D7BT7M72 Whaline 24Pcs Neon Color Pla	\$28.99		
			E 01	400 298 457 301 401	B0F12TNDQC Spakon 48 Sets Kindergarten I	\$43.98		
			E 01	400 298 457 301 401	Amazon Shipping Charge	\$0.00		
PO#: 2771	Voucher #:	11707	Invoice	Invoice No: 1KR9-GX7K-7DMH	3/16/2026	Paid Amt:	\$310.06	
			E 01	400 298 457 301 401	1398242535 Animals Hidden in the Snow	\$16.96		
PO#: 2754	Voucher #:	11782	Invoice	Invoice No: 1VQ3-RXR4-WMFL	3/16/2026	Paid Amt:	\$16.96	
			E 01	400 298 457 301 401	BODY4ZPRGR 6 Pack Noise Cancelling Head	\$42.99		
			E 01	400 298 457 301 401	Amazon Shipping Charge	\$6.99		
PO#: 2778	Voucher #:	11783	Invoice	Invoice No: 1LDQ-1LWW-4KM4	3/16/2026	Paid Amt:	\$49.98	
			E 01	101 407 000 740 433	B0002T3WLS Crayola Broad Line Markers Cl	\$59.99		
			E 01	101 407 000 740 433	B0C9Q21NVP Squishy Stress Balls Fidget Tc	\$34.99		
			E 01	101 407 000 740 433	B0CL4SCVKX 32PCS Fidget Spinner Soccer	\$9.49		
			E 01	101 407 000 740 433	B0FF4PSRF6 Fidget Toys Kids Sensory Ring	\$12.05		
			E 01	101 407 000 740 433	Amazon Shipping Charge	\$0.00		
PO#: 2791	Voucher #:	11784	Invoice	Invoice No: 1PV7-HXYG-3L9F	3/16/2026	Paid Amt:	\$116.52	
			E 01	303 241 000 000 430	B0C9C2X23K LWANO 31" Training Arrows-/	\$47.48		
			E 01	303 241 000 000 430	Amazon Shipping Charge	\$6.99		
PO#: 2794	Voucher #:	11785	Invoice	Invoice No: 1GKT-3D33-67X1	3/16/2026	Paid Amt:	\$54.47	
			E 01	303 220 000 000 430	Y81-1103 OR ASIN is B0BBCTHLWT 100 sh	\$37.99		
PO#: 2809	Voucher #:	11787	Invoice	Invoice No: 14PH-XFXF-67VM	3/16/2026	Paid Amt:	\$37.99	
			B 01	230 050	B0FKT2TR21 Wonlink 40" Rebounder Trampc	\$75.99		
			B 01	230 050	Amazon Shipping Charge	\$0.00		
PO#: 2811	Voucher #:	11788	Invoice	Invoice No: 17PH-RT4R-6CCT	3/16/2026	Paid Amt:	\$75.99	
							Check Amount:	\$831.90
MNBK	24866	1123		ARC ELECTRICAL SERVICE INC		Check		
			E 01	005 865 000 370 350	AUDITORIUM LIGHTING	\$2,406.27		
PO#:	Voucher #:	11704	Invoice	Invoice No: AR19638	3/16/2026	Paid Amt:	\$2,406.27	
			E 01	005 865 000 370 350	RETRO LIGHTS (OLD 21ST CENTURY OFFICE	\$290.20		
PO#:	Voucher #:	11779	Invoice	Invoice No: AR19700	3/16/2026	Paid Amt:	\$290.20	
							Check Amount:	\$2,696.47

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24867	3794		BENJAMIN J. INNIGER		Check		
			E 01	400 291 405 000 401	SLEEPY HOLLOW MUSIC	\$100.00		
PO#:	Voucher #:	11740	Invoice	Invoice No: 030626-1	3/16/2026	Paid Amt:	\$100.00	
						Check Amount:	\$100.00	
MNBK	24868	1192		BIX PRODUCE CO		Check		
			E 02	005 770 000 701 490	breakfast & lunch	\$308.94		
			E 02	005 770 000 705 490	breakfast & lunch	\$677.91		
PO#:	Voucher #:	11751	Invoice	Invoice No: 06970583	3/16/2026	Paid Amt:	\$986.85	
						Check Amount:	\$986.85	
MNBK	24869	1209		BRADLEY EVENSON		Check		
			E 04	005 505 000 321 366	MILEAGE CE MEETING & PICK UP SUPPLIES F	\$148.63		
PO#:	Voucher #:	11700	Invoice	Invoice No: 03042026	3/16/2026	Paid Amt:	\$148.63	
			E 01	103 203 000 000 401	PRESCHOOL OPEN HOUSE SUPPLIES	\$35.88		
PO#:	Voucher #:	11768	Invoice	Invoice No: 03102026	3/16/2026	Paid Amt:	\$35.88	
						Check Amount:	\$184.51	
MNBK	24870	1348		CITY OF LP		Check		
			E 01	005 810 000 000 330	SEWER/WATER - EARLY CHILDHOOD	\$69.34		
PO#:	Voucher #:	11766	Invoice	Invoice No: 01-00313800-00-4	3/16/2026	Paid Amt:	\$69.34	
			E 01	005 810 103 000 330	SEWER/WATER - HS	\$669.42		
PO#:	Voucher #:	11765	Invoice	Invoice No: 01-00465900-00-3	3/16/2026	Paid Amt:	\$669.42	
			E 01	005 810 000 000 330	SEWER/WATER	\$113.51		
PO#:	Voucher #:	11767	Invoice	Invoice No: 01-00313500-00-3	3/16/2026	Paid Amt:	\$113.51	
						Check Amount:	\$852.27	
MNBK	24871	1306		CM2 SUPPLY		Check		
			E 01	304 361 893 830 433	CYLINDER RENTAL	\$28.15		
PO#:	Voucher #:	11776	Invoice	Invoice No: 0000460120	3/16/2026	Paid Amt:	\$28.15	
						Check Amount:	\$28.15	
MNBK	24872	3543		DEARY'S GYMNASTICS SUPPLY		Check		
			E 01	400 296 065 000 401	BEAM LEG MATS 6X6X12 - SET OF 4	\$580.00		
			E 01	400 296 065 000 401	FREIGHT	\$58.00		
PO#: 2710	Voucher #:	11773	Invoice	Invoice No: 0607115-IN	3/16/2026	Paid Amt:	\$638.00	
						Check Amount:	\$638.00	
MNBK	24873	1620		FRESHWATER EDUCATION DISTRICT		Check		
			E 01	200 420 000 310 390	MARCH 2026 MEMBERSHIP COST	\$3,736.08		
			E 01	005 850 000 389 570	MARCH 2026 LEASE LEVY	\$294.32		
			E 01	005 110 000 000 366	MARCH 2026 BUSINESS PROFESSIONAL DEV	\$3.34		

Long Prairie-Grey Eagle

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Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MNBK	24873	1620		FRESHWATER EDUCATION DISTRICT		Check
			E	01 200 420 000 000 390	MARCH 2026 PT, OT, PSYCH, VISION, PI, DHF	\$16,086.04
			E	01 101 400 000 000 390	MARCH 2026 NON-SPEDELIGIBLE COSTS	\$54.23
			E	01 101 412 000 740 391	MARCH 2026 ECSE PURCHASED STAFF	\$14,882.55
			E	01 101 400 000 372 396	MARCH 2026 MA SUPPORT	\$401.00
			E	01 200 740 000 374 316	MARCH 2026 STUDENT SUPPORT PERSONNE	\$2,658.69
			E	01 200 710 000 374 316	MARCH 2026 STUDENT SUPPORT PERSONNE	\$728.17
			E	01 005 810 000 000 320	MARCH 2026 WIDE AREA NETWORK	\$666.67
			E	01 005 810 000 000 320	MARCH 2026 INTERNET ACCESS	\$22.99
			E	04 005 580 000 325 390	MARCH 2026 ECFE	\$8,416.67
			E	04 005 580 000 328 391	MARCH 2026 HOME VISIT	\$146.75
			E	04 005 582 000 344 390	MARCH 2026 SCHOOL READINESS	\$15,416.67
PO#:	Voucher #:	11718	Invoice	Invoice No: 21062	3/16/2026	Paid Amt: \$63,514.17
						Check Amount: \$63,514.17
MNBK	24874	1739		HILLYARD - INC		Check
			E	01 005 810 000 000 401	LINER 12-16 GAL	\$233.92
PO#:	Voucher #:	11701	Invoice	Invoice No: 90059076	3/16/2026	Paid Amt: \$233.92
						Check Amount: \$233.92
MNBK	24875	1784		INTERMEDIATE DISTRICT 287		Check
			E	01 998 420 000 000 390	FY25-26 CARE & TREATMENT - GS	\$2,884.20
PO#:	Voucher #:	11790	Invoice	Invoice No: 0002600280	3/16/2026	Paid Amt: \$2,884.20
						Check Amount: \$2,884.20
MNBK	24876	1830		ISD 742		Check
			E	01 998 420 000 000 390	CARE AND TREATMENT 24-25	\$5,882.09
PO#:	Voucher #:	11780	Invoice	Invoice No: 0000012177	3/16/2026	Paid Amt: \$5,882.09
						Check Amount: \$5,882.09
MNBK	24877	3143		JILL HANSON		Check
			B	01 230 050	SUPPLIES - PROSTART	\$138.62
			E	01 303 250 000 000 430	SUPPLIES - FCS	\$31.24
PO#:	Voucher #:	11591	Invoice	Invoice No: 02202026	3/16/2026	Paid Amt: \$169.86
						Check Amount: \$169.86
MNBK	24878	1984		JW PEPPER & SON INC		Check
			E	01 102 259 000 000 430	#11163699E - The Never Ending Story Octavo	\$46.00
			E	01 102 259 000 000 430	Freight	\$19.99
PO#: 2796	Voucher #:	11705	Invoice	Invoice No: 368358880	3/16/2026	Paid Amt: \$65.99
			E	01 102 259 000 000 430	#10842203 - This is Me Two Part Octavo	\$45.00

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Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24878	1984		JW PEPPER & SON INC		Check		
			E 01	102 259 000 000 430	#10844649 - This is Me Accompaniment CD	\$26.99		
			E 01	102 259 000 000 430	#11163700 - The Never Ending Story Accomp	\$29.99		
PO#: 2796	Voucher #:	11708	Invoice	Invoice No: 368362378	3/16/2026	Paid Amt:	\$101.98	
						Check Amount:	\$167.97	
MNBK	24879	2002		KATIE LIESER		Check		
			E 01	102 203 032 000 430	2ND GRADE SUPPLIES	\$26.96		
PO#:	Voucher #:	11789	Invoice	Invoice No: 03102026	3/16/2026	Paid Amt:	\$26.96	
						Check Amount:	\$26.96	
MNBK	24880	3362		KELSEY PAURUS		Check		
			E 01	400 294 051 000 625	STATE WRESTLING HOTEL	\$681.52		
PO#:	Voucher #:	11739	Invoice	Invoice No: 03072026	3/16/2026	Paid Amt:	\$681.52	
			E 01	400 294 051 000 625	MILEAGE & PARKING - STATE WRESTLING	\$240.17		
PO#:	Voucher #:	11699	Invoice	Invoice No: 03022026	3/16/2026	Paid Amt:	\$240.17	
						Check Amount:	\$921.69	
MNBK	24881	2013		KEMPS		Check		
			E 02	005 770 000 701 495	milk	\$634.20		
PO#:	Voucher #:	11681	Invoice	Invoice No: 6205912	3/16/2026	Paid Amt:	\$634.20	
			E 02	005 770 000 701 495	milk	\$500.55		
PO#:	Voucher #:	11749	Invoice	Invoice No: 6210431	3/16/2026	Paid Amt:	\$500.55	
			E 01	400 298 457 301 401	milk	\$183.50		
PO#:	Voucher #:	11669	Invoice	Invoice No: 6202171	3/16/2026	Paid Amt:	\$183.50	
			E 02	005 770 000 701 495	milk	\$99.90		
PO#:	Voucher #:	11621	Invoice	Invoice No: 6184269	3/16/2026	Paid Amt:	\$99.90	
			E 02	005 770 000 701 495	milk	\$99.90		
PO#:	Voucher #:	11649	Invoice	Invoice No: 6194865	3/16/2026	Paid Amt:	\$99.90	
			E 02	005 770 000 701 495	milk	\$500.50		
PO#:	Voucher #:	11629	Invoice	Invoice No: 6193173	3/16/2026	Paid Amt:	\$500.50	
			E 02	005 770 000 701 495	milk	\$633.80		
PO#:	Voucher #:	11628	Invoice	Invoice No: 6196605	3/16/2026	Paid Amt:	\$633.80	
			E 02	005 770 000 701 495	milk	\$333.40		
PO#:	Voucher #:	11668	Invoice	Invoice No: 6205105	3/16/2026	Paid Amt:	\$333.40	
			E 02	005 770 000 701 495	milk	\$450.30		
PO#:	Voucher #:	11670	Invoice	Invoice No: 6198748	3/16/2026	Paid Amt:	\$450.30	
			E 02	005 770 000 701 495	milk	\$300.00		
PO#:	Voucher #:	11622	Invoice	Invoice No: 6188331	3/16/2026	Paid Amt:	\$300.00	

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Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24881	2013		KEMPS		Check		
			E	02 005 770 000 701 495 milk		\$584.25		
PO#:	Voucher #:	11748	Invoice	Invoice No: 6213664	3/16/2026	Paid Amt:	\$584.25	
			E	02 005 770 000 701 495 milk		\$133.35		
PO#:	Voucher #:	11750	Invoice	Invoice No: 6206017	3/16/2026	Paid Amt:	\$133.35	
						Check Amount:	\$4,453.65	
MNBK	24882	2022		KEYL-AM/KXDL-FM		Check		
			E	01 005 010 000 000 401 RADIO ADS		\$549.00		
PO#:	Voucher #:	11772	Invoice	Invoice No: 878543 & 878627	3/16/2026	Paid Amt:	\$549.00	
						Check Amount:	\$549.00	
MNBK	24883	3533		LANGUAGERS, INC		Check		
			E	01 302 211 000 000 401 PHONE INTERPRETING - HS		\$24.64		
			E	01 103 203 000 000 401 PHONE INTERPRETING - ELEM		\$198.12		
PO#:	Voucher #:	11702	Invoice	Invoice No: INV-09659-A	3/16/2026	Paid Amt:	\$222.76	
						Check Amount:	\$222.76	
MNBK	24884	2124		LONG PRAIRIE LEADER		Check		
			E	01 400 298 457 301 401 ad Kind. Registration/Leader B/2 weeks - Eng		\$338.00		
PO#: 2804	Voucher #:	11735	Invoice	Invoice No: 19788	3/16/2026	Paid Amt:	\$338.00	
			E	01 005 110 000 000 401 DISTRICT OFFICE WINDOW ENVELOPES - (4 t		\$322.00		
			E	02 005 770 000 701 401 LPGE FOOD SERVICE RECEIPT - 4000		\$393.00		
PO#: 2770	Voucher #:	11791	Invoice	Invoice No: 19854	3/16/2026	Paid Amt:	\$715.00	
						Check Amount:	\$1,053.00	
MNBK	24885	2128		LONG PRAIRIE OIL		Check		
			E	01 005 810 000 000 353 FUEL FOR VEHICLES		\$104.95		
PO#:	Voucher #:	11731	Invoice	Invoice No: MULTIPLE	3/16/2026	Paid Amt:	\$104.95	
						Check Amount:	\$104.95	
MNBK	24886	3353		LORI HOLLENKAMP		Check		
			E	01 005 010 000 000 366 MSBA MEALS REIMBURSEMENT		\$29.00		
PO#:	Voucher #:	11651	Invoice	Invoice No: 01252026	3/16/2026	Paid Amt:	\$29.00	
						Check Amount:	\$29.00	
MNBK	24887	3404		MARCO		Check		
			E	01 005 170 000 000 401 COPIER LEASE AGREEMENT		\$2,579.17		
PO#:	Voucher #:	11777	Invoice	Invoice No: 41389319	3/16/2026	Paid Amt:	\$2,579.17	
						Check Amount:	\$2,579.17	

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Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24888	2209		MASSP		Check		
			E 01	302 640 000 316 366	2026 MASSP STUDENT HANDBOOK WORKSH	\$195.00		
PO#:	Voucher #:	11742	Invoice	Invoice No: HB8115	3/16/2026	Paid Amt:	\$195.00	
						Check Amount:	\$195.00	
MNBK	24889	3255		MELISSA MEAGHER		Check		
			E 01	103 640 066 316 366	MILEAGE FOR MN SCHOOL HEALTH SERVICE	\$72.50		
PO#:	Voucher #:	11736	Invoice	Invoice No: 03052026	3/16/2026	Paid Amt:	\$72.50	
			R 01	000 000 000 000 099	WELLNESS PRIZES	\$15.00		
PO#:	Voucher #:	11599	Invoice	Invoice No: 02202026	3/16/2026	Paid Amt:	\$15.00	
						Check Amount:	\$87.50	
MNBK	24890	3690		MID CENTRAL DOOR		Check		
			E 01	005 865 000 369 350	BIG GYM DOORS	\$8,901.45		
PO#: 2701	Voucher #:	11726	Invoice	Invoice No: SI022306	3/16/2026	Paid Amt:	\$8,901.45	
						Check Amount:	\$8,901.45	
MNBK	24891	3200		MITCHELL GANSKE		Check		
			E 01	103 640 066 316 366	MILEAGE & MEALS - BRAINSTORM CONFERE	\$588.80		
PO#:	Voucher #:	11781	Invoice	Invoice No: 03112026	3/16/2026	Paid Amt:	\$588.80	
						Check Amount:	\$588.80	
MNBK	24892	2364		MRI SOFTWARE		Check		
			E 01	005 760 000 720 401	DRIVER SCREEN	\$9.00		
PO#:	Voucher #:	11712	Invoice	Invoice No: MRIUS2710781	3/16/2026	Paid Amt:	\$9.00	
						Check Amount:	\$9.00	
MNBK	24893	2365		MSBA		Check		
			E 01	005 010 000 000 366	OFFICER WORKSHOP TRAINING - ZASTROW	\$210.00		
PO#:	Voucher #:	11774	Invoice	Invoice No: INV-15232-L2Q7P8	3/16/2026	Paid Amt:	\$210.00	
			E 01	005 010 000 000 366	OFFICER WORKSHOP TRAINING - GOHMAN &	\$420.00		
PO#:	Voucher #:	11775	Invoice	Invoice No: INV-15246-J5S7R3	3/16/2026	Paid Amt:	\$420.00	
						Check Amount:	\$630.00	
MNBK	24894	3349		NATHAN PACHAN		Check		
			E 01	400 294 051 000 625	PARKING - STATE WRESTLING	\$98.85		
PO#:	Voucher #:	11717	Invoice	Invoice No: 03022026	3/16/2026	Paid Amt:	\$98.85	
						Check Amount:	\$98.85	
MNBK	24895	2449		NORTHERN STAR COOPERATIVE		Check		
			E 01	005 810 000 000 353	FUEL FOR VEHICLES	\$19.04		
PO#:	Voucher #:	11769	Invoice	Invoice No: 76491	3/16/2026	Paid Amt:	\$19.04	
						Check Amount:	\$19.04	

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Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24896	2472		PAN-O-GOLD BAKING		Check		
			E 02	005 770 000 701 490	bread	\$173.79		
PO#:	Voucher #:	11613	Invoice	Invoice No:	10008526047011	3/16/2026	Paid Amt:	\$173.79
			E 02	005 770 000 701 490	bread	\$213.75		
PO#:	Voucher #:	11745	Invoice	Invoice No:	10008526068005	3/16/2026	Paid Amt:	\$213.75
			E 02	005 770 000 701 490	bread	\$347.10		
PO#:	Voucher #:	11682	Invoice	Invoice No:	10008526061004	3/16/2026	Paid Amt:	\$347.10
			E 02	005 770 000 701 490	bread	\$208.75		
PO#:	Voucher #:	11612	Invoice	Invoice No:	10008526054004	3/16/2026	Paid Amt:	\$208.75
			E 02	005 770 000 701 490	bread	\$106.50		
PO#:	Voucher #:	11667	Invoice	Invoice No:	10008526054003	3/16/2026	Paid Amt:	\$106.50
							Check Amount:	\$1,049.89
MNBK	24897	2554		PREMIUM WATERS INC		Check		
			E 01	005 110 000 000 401	SUPPLIES - DO	\$39.50		
			E 01	302 211 000 000 401	SUPPLIES - HS	\$175.25		
			E 01	103 203 000 000 401	SUPPLIES - ELEM	\$373.25		
PO#:	Voucher #:	11703	Invoice	Invoice No:	840047-02-26	3/16/2026	Paid Amt:	\$588.00
							Check Amount:	\$588.00
MNBK	24898	3252		SAMANTHA CHISHOLM		Check		
			E 01	102 203 032 000 430	2ND GRADE SUPPLIES	\$32.47		
PO#:	Voucher #:	11641	Invoice	Invoice No:	02242026	3/16/2026	Paid Amt:	\$32.47
							Check Amount:	\$32.47
MNBK	24899	2712		SARLETTES MUSIC		Check		
			E 01	303 258 000 000 433	Accent Tenor Sax Repair S/N ST17040031	\$75.00		
			E 01	303 258 000 000 433	Cannonball Tenor Sax Repair S/N AW194774	\$75.00		
			E 01	303 258 000 000 433	Jupiter Tuba Repair S/N YC05313	\$67.00		
			E 01	303 258 000 000 433	Selmer/Bundy Bass Clarinet S/N 82999	\$60.00		
PO#: 2792	Voucher #:	11714	Invoice	Invoice No:	MULTIPLE	3/16/2026	Paid Amt:	\$277.00
							Check Amount:	\$277.00
MNBK	24900	2734		SCHOOL HEALTH CORPORATION		Check		
			E 01	303 241 000 000 430	Shield® 895 42" Plastic Shaft Hockey Stick Se	\$65.16		
			E 01	303 241 000 000 430	Freight	\$12.95		
PO#: 2743	Voucher #:	11715	Invoice	Invoice No:	CINV000358187	3/16/2026	Paid Amt:	\$78.11
			E 01	303 241 000 000 430	RETURN ITEMS	\$65.16		
PO#:	Voucher #:	11716	Credit	Invoice No:	CN013425	3/16/2026	Paid Amt:	(\$65.16)
							Check Amount:	\$12.95

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24901	2782		SHERRI EVENSON		Check		
			E 01	103 640 066 316 366	MILEAGE TO SOURCEWELL & MASPA	\$220.40		
PO#:	Voucher #:	11771	Invoice	Invoice No: 03092026	3/16/2026	Paid Amt:	\$220.40	
						Check Amount:	\$220.40	
MNBK	24902	3442		SITELOGIQ INC - ACCOUNTS RECEIVABLES MIDWEST		Check		
			E 06	005 867 000 366 305	HVAC PROJECT - HS	\$5,000.00		
PO#:	Voucher #:	11713	Invoice	Invoice No: 19423	3/16/2026	Paid Amt:	\$5,000.00	
						Check Amount:	\$5,000.00	
MNBK	24903	3536		SQUIRES, WALDSPURGER, & MACE P.A.		Check		
			E 01	005 150 000 000 305	LEGAL FEES	\$232.00		
PO#:	Voucher #:	11733	Invoice	Invoice No: 28607	3/16/2026	Paid Amt:	\$232.00	
						Check Amount:	\$232.00	
MNBK	24904	2830		STACEY JO DIRKS-CUSTER		Check		
			E 01	303 221 000 000 430	BOOKS	\$66.53		
PO#:	Voucher #:	11759	Invoice	Invoice No: 02242026	3/16/2026	Paid Amt:	\$66.53	
						Check Amount:	\$66.53	
MNBK	24905	2851		STEVE BECKER		Check		
			E 01	005 810 000 000 352	PARTS FOR CASE IHCX70 TRACTOR	\$1,756.23		
PO#:	Voucher #:	11737	Invoice	Invoice No: 02262026	3/16/2026	Paid Amt:	\$1,756.23	
						Check Amount:	\$1,756.23	
MNBK	24906	2894		SYSCO WESTERN MINNESOTA		Check		
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$99.70		
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$1,584.67		
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$561.96		
PO#:	Voucher #:	11756	Invoice	Invoice No: 353130542	3/16/2026	Paid Amt:	\$2,246.33	
			E 02	005 770 000 701 490	breakfast & lunch	\$789.43		
			E 02	005 770 000 705 490	breakfast & lunch	\$245.02		
PO#:	Voucher #:	11758	Invoice	Invoice No: 353128714	3/16/2026	Paid Amt:	\$1,034.45	
			E 02	005 770 000 707 490	Ala Carte	\$233.56		
PO#:	Voucher #:	11755	Invoice	Invoice No: 353130543	3/16/2026	Paid Amt:	\$233.56	
			E 02	005 770 000 701 490	lunch	\$22.95		
PO#:	Voucher #:	11620	Invoice	Invoice No: 353118660	3/16/2026	Paid Amt:	\$22.95	
			E 02	005 770 000 701 490	lunch	\$22.95		
PO#:	Voucher #:	11664	Invoice	Invoice No: 353122005	3/16/2026	Paid Amt:	\$22.95	
			E 02	005 770 000 701 490	lunch	\$1,228.98		
PO#:	Voucher #:	11665	Invoice	Invoice No: 353123924	3/16/2026	Paid Amt:	\$1,228.98	

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Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MNBK	24906	2894		SYSCO WESTERN MINNESOTA		Check
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$78.90
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$748.21
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$245.36
PO#:	Voucher #:	11627	Invoice	Invoice No: 353122003	3/16/2026	Paid Amt: \$1,072.47
			E 02	005 770 000 701 490	lunch	\$67.23
PO#:	Voucher #:	11648	Invoice	Invoice No: 353123922	3/16/2026	Paid Amt: \$67.23
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$30.44
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$2,177.69
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$1,045.46
PO#:	Voucher #:	11616	Invoice	Invoice No: 353118661	3/16/2026	Paid Amt: \$3,253.59
			E 02	005 770 000 701 490	breakfast & lunch	\$1,064.83
			E 02	005 770 000 705 490	breakfast & lunch	\$972.88
PO#:	Voucher #:	11615	Invoice	Invoice No: 353116574	3/16/2026	Paid Amt: \$2,037.71
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$258.63
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$453.65
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$446.60
PO#:	Voucher #:	11678	Invoice	Invoice No: 353128711	3/16/2026	Paid Amt: \$1,158.88
			E 02	005 770 000 701 490	lunch	\$52.26
PO#:	Voucher #:	11679	Invoice	Invoice No: 353128710	3/16/2026	Paid Amt: \$52.26
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$107.97
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$944.80
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$733.46
PO#:	Voucher #:	11757	Invoice	Invoice No: 353130541	3/16/2026	Paid Amt: \$1,786.23
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$71.60
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$328.80
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$1,409.01
PO#:	Voucher #:	11663	Invoice	Invoice No: 353122006	3/16/2026	Paid Amt: \$1,809.41
			E 02	005 770 000 701 490	lunch	\$22.95
PO#:	Voucher #:	11618	Invoice	Invoice No: 353116576	3/16/2026	Paid Amt: \$22.95
			E 02	005 770 000 701 490	lunch	\$44.24
PO#:	Voucher #:	11683	Credit	Invoice No: 353124206	3/16/2026	Paid Amt: (\$44.24)
			E 02	005 770 000 701 490	lunch	\$22.98
PO#:	Voucher #:	11754	Invoice	Invoice No: 353128713	3/16/2026	Paid Amt: \$22.98
			E 02	005 770 000 701 490	lunch	\$1,527.05
PO#:	Voucher #:	11619	Invoice	Invoice No: 353118662	3/16/2026	Paid Amt: \$1,527.05

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Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24906	2894		SYSCO WESTERN MINNESOTA		Check		
			E 02	005 770 000 705 490	breakfast	\$37.46		
PO#:	Voucher #:	11752	Credit	Invoice No: 353130824	3/16/2026	Paid Amt:	(\$37.46)	
			E 02	005 770 000 701 490	breakfast & lunch	\$393.77		
			E 02	005 770 000 705 490	breakfast & lunch	\$237.18		
PO#:	Voucher #:	11617	Invoice	Invoice No: 353116577	3/16/2026	Paid Amt:	\$630.95	
			E 02	005 770 000 701 401	supplies	\$28.17		
PO#:	Voucher #:	11753	Invoice	Invoice No: 153A3557Z	3/16/2026	Paid Amt:	\$28.17	
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$1,350.93		
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$603.70		
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$138.31		
PO#:	Voucher #:	11647	Invoice	Invoice No: 353123923	3/16/2026	Paid Amt:	\$2,092.94	
						Check Amount:	\$20,270.34	
MNBK	24907	3328		TANJA LEVIN		Check		
			E 01	005 010 000 000 366	MSBA LODGING REIMBURSEMENT	\$297.71		
PO#:	Voucher #:	11652	Invoice	Invoice No: 02232026	3/16/2026	Paid Amt:	\$297.71	
						Check Amount:	\$297.71	
MNBK	24908	2969		T-MOBILE		Check		
			B 01	215 082	HOT SPOTS	\$40.00		
			E 01	005 810 000 000 320	HOT SPOTS	\$60.00		
PO#:	Voucher #:	11721	Invoice	Invoice No: 958084262	3/16/2026	Paid Amt:	\$100.00	
						Check Amount:	\$100.00	
MNBK	24909	2994		TRANE US INC		Check		
			E 01	005 865 000 380 350	PROGRAMMING ISSUES	\$258.00		
PO#:	Voucher #:	11719	Invoice	Invoice No: 990403147	3/16/2026	Paid Amt:	\$258.00	
						Check Amount:	\$258.00	
MNBK	24910	3026		UPPER LAKES FOODS INC		Check		
			E 01	400 298 457 301 401	books & donuts	\$402.19		
PO#:	Voucher #:	11630	Invoice	Invoice No: 989926-00	3/16/2026	Paid Amt:	\$402.19	
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$399.09		
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$146.68		
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$2,037.64		
PO#:	Voucher #:	11631	Invoice	Invoice No: 998485-00	3/16/2026	Paid Amt:	\$2,583.41	
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$7.95		
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$1,397.52		
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$957.52		
PO#:	Voucher #:	11680	Invoice	Invoice No: A03078-00	3/16/2026	Paid Amt:	\$2,362.99	

Long Prairie-Grey Eagle Detail Payment Register By Check

Check Number: 24863-24911 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24910	3026		UPPER LAKES FOODS INC		Check		
			E 02	005 770 000 701 401	lunch & supplies	\$7.95		
			E 02	005 770 000 701 490	lunch & supplies	\$690.59		
PO#:	Voucher #:	11744	Invoice	Invoice No: A02345-00	3/16/2026	Paid Amt:	\$698.54	
			E 02	005 770 000 701 490	bread	\$259.30		
PO#:	Voucher #:	11746	Invoice	Invoice No: 10008526061003	3/16/2026	Paid Amt:	\$259.30	
			E 02	005 770 000 701 490	bread	\$67.00		
PO#:	Voucher #:	11747	Invoice	Invoice No: 10008526061013	3/16/2026	Paid Amt:	\$67.00	
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$7.95		
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$344.33		
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$199.14		
PO#:	Voucher #:	11614	Invoice	Invoice No: 996762-00	3/16/2026	Paid Amt:	\$551.42	
			E 01	005 020 000 000 401	super breakfast	\$65.99		
PO#:	Voucher #:	11743	Invoice	Invoice No: A03261-00	3/16/2026	Paid Amt:	\$65.99	
			E 02	005 770 000 705 490	breakfast	\$9.55		
PO#:	Voucher #:	11650	Credit	Invoice No: 998485-0A	3/16/2026	Paid Amt:	(\$9.55)	
			E 02	005 770 000 701 401	breakfast, lunch & supplies	\$7.95		
			E 02	005 770 000 701 490	breakfast, lunch & supplies	\$68.86		
			E 02	005 770 000 705 490	breakfast, lunch & supplies	\$1,093.30		
PO#:	Voucher #:	11666	Invoice	Invoice No: A00704-00	3/16/2026	Paid Amt:	\$1,170.11	
							Check Amount:	\$8,151.40
MNBK	24911	3070		WAYNE MARTIN CARSTENSEN		Check		
			E 01	005 810 000 000 350	SNOW REMOVAL & SALTING - ELEM	\$2,000.00		
PO#:	Voucher #:	11710	Invoice	Invoice No: 1393	3/16/2026	Paid Amt:	\$2,000.00	
			E 01	005 810 103 000 350	SNOW REMOVAL & SALTING - HS	\$5,256.25		
PO#:	Voucher #:	11711	Invoice	Invoice No: 1392	3/16/2026	Paid Amt:	\$5,256.25	
							Check Amount:	\$7,256.25
							Report Total:	\$250,904.24

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Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24799	1027		ACCURATE HOME CARE		Check		
			E 01	101 412 000 740 394	NURSING SERVICES - JUDE WIENER (JAN)	\$2,566.25		
PO#:	Voucher #:	11607	Invoice	Invoice No: 21470-05	2/25/2026	Paid Amt:	\$2,566.25	
			E 01	101 412 000 740 394	NURSING SERVICES - ELIZABETH JIMENEZ	\$5,467.00		
PO#:	Voucher #:	11606	Invoice	Invoice No: 21385-07	2/25/2026	Paid Amt:	\$5,467.00	
Check Amount:							\$8,033.25	
MNBK	24800	3126		AMAZON CAPITAL SERVICES		Check		
			E 01	200 720 000 000 401	B0FSK12643 Clawsoff 3000 Pack 3 oz Paper	\$51.99		
			E 01	200 720 000 000 401	Amazon Shipping Charge	\$7.00		
PO#: 2763	Voucher #:	11588	Invoice	Invoice No: 1FMX-MFYJ-13Q4	2/25/2026	Paid Amt:	\$58.99	
			E 01	303 211 000 302 530	B091FL1TYC maxtek Rolling Whiteboard, 72x	\$189.99		
			E 01	303 211 000 302 530	Amazon Shipping Charge	\$0.00		
PO#: 2767	Voucher #:	11589	Invoice	Invoice No: 16JM-7YYQ-DVTG	2/25/2026	Paid Amt:	\$189.99	
			E 01	303 260 000 000 430	B00GS8W3T4 MedPride Powder-Free Nitrile E	\$9.74		
			E 01	303 260 000 000 430	B00ZQDK0W4 McKesson Sterile Cotton Tippi	\$7.89		
			E 01	303 260 000 000 430	B086PMM18D X-ACTO Pencil Sharpener, Mig	\$16.47		
			E 01	303 260 000 000 430	B0C856DT1J Shuttle Art 360 Pack #2 HB Golf	\$18.98		
			E 01	303 260 000 000 430	B0DT16WF41 Stained Glass Octopus 500 Pie	\$6.99		
			E 01	303 260 000 000 430	B0FFG8LT53 500 Piece Jigsaw Puzzles for A	\$9.98		
			E 01	303 260 000 000 430	Amazon Shipping Charge	\$0.00		
PO#: 2751	Voucher #:	11587	Invoice	Invoice No: 1Q9K-F943-PRHF	2/25/2026	Paid Amt:	\$70.05	
Check Amount:							\$319.03	
MNBK	24801	1189		BIO CORPORATION		Check		
			E 01	303 260 000 000 430	CTP23D Pregnant double cat	\$62.00		
PO#: 2457	Voucher #:	11605	Invoice	Invoice No: 1075942	2/25/2026	Paid Amt:	\$62.00	
Check Amount:							\$62.00	
MNBK	24802	3788		DAMONTE TURNER		Check		
			E 01	400 294 061 000 305	BOYS BASKETBALL OFFICIAL	\$175.00		
PO#:	Voucher #:	11592	Invoice	Invoice No: 02192026	2/25/2026	Paid Amt:	\$175.00	
Check Amount:							\$175.00	
MNBK	24803	1448		DAVID KUEHN		Check		
			E 01	400 296 061 000 305	GIRLS BASKETBALL OFFICIAL	\$185.00		
PO#:	Voucher #:	11603	Invoice	Invoice No: 02202026	2/25/2026	Paid Amt:	\$185.00	
Check Amount:							\$185.00	

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Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24804	3403		DENNIS MIDDENDORF		Check		
			E 01	400 294 061 000 305	BOYS BASKETBALL OFFICIAL	\$175.00		
PO#:	Voucher #:	11594	Invoice	Invoice No: 02192026	2/25/2026	Paid Amt:	\$175.00	
						Check Amount:	\$175.00	
MNBK	24805	3449		DOUGLAS FREIE		Check		
			E 01	005 865 000 381 350	ROOTER URINAL AT THE HIGH SCHOOL	\$175.00		
PO#:	Voucher #:	11608	Invoice	Invoice No: 43901	2/25/2026	Paid Amt:	\$175.00	
			E 01	005 865 000 381 350	THAW FROZEN STORM DRAIN PIPES - ELEM	\$200.00		
PO#:	Voucher #:	11609	Invoice	Invoice No: 44000	2/25/2026	Paid Amt:	\$200.00	
						Check Amount:	\$375.00	
MNBK	24806	1672		GRANITE CITY JOBBING CO		Check		
			E 01	400 298 461 301 401	CONCESSION SUPPLIES	\$52.14		
PO#:	Voucher #:	11601	Invoice	Invoice No: 508417	2/25/2026	Paid Amt:	\$52.14	
						Check Amount:	\$52.14	
MNBK	24807	1702		HANDYMANS INC		Check		
			E 01	005 810 103 000 401	FREIGHT CHARGES FROM INVOICE 525324	\$124.08		
PO#:	Voucher #:	11623	Invoice	Invoice No: 525703	2/25/2026	Paid Amt:	\$124.08	
			E 01	005 810 103 000 401	FILTERS - HS	\$2,653.20		
PO#:	Voucher #:	11597	Invoice	Invoice No: 525324	2/25/2026	Paid Amt:	\$2,653.20	
			E 01	005 810 103 000 401	TANK/BOWL SPONGE GASKET	\$12.45		
PO#:	Voucher #:	11598	Invoice	Invoice No: 525327	2/25/2026	Paid Amt:	\$12.45	
						Check Amount:	\$2,789.73	
MNBK	24808	1712		HARRYS FROZEN FOOD		Check		
			E 01	400 298 461 301 401	CONCESSION SUPPLIES	\$94.50		
PO#:	Voucher #:	11600	Invoice	Invoice No: 84197	2/25/2026	Paid Amt:	\$94.50	
						Check Amount:	\$94.50	
MNBK	24809	1851		JACK L OLSON		Check		
			E 01	400 296 061 000 305	GIRLS BASKETBALL OFFICIAL	\$185.00		
PO#:	Voucher #:	11604	Invoice	Invoice No: 02202026	2/25/2026	Paid Amt:	\$185.00	
						Check Amount:	\$185.00	
MNBK	24810	1984		JW PEPPER & SON INC		Check		
			E 01	303 259 000 000 430	36 copies How Far I'll Go 10709554 SAB	\$77.40		
			E 01	303 259 000 000 430	3 copies A Million Dreams 10873446 2 part	\$8.85		
			E 01	303 259 000 000 430	36 copies An Old Fashioned Song Don't You F	\$99.00		
			E 01	303 259 000 000 430	54 Hawaiian Roller Coaster Ride 3297832 SA	\$135.00		
			E 01	303 259 000 000 430	Let it Grow 54 copies 10343684 SAB	\$60.50		

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Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24810	1984		JW PEPPER & SON INC		Check		
			E 01	303 259 000 000 430	The Greatest Show 36 copies 10843654 SAT	\$81.00		
			E 01	303 259 000 000 430	36 Copies SATB Over The Rainbow 1018872	\$84.60		
			E 01	303 259 000 000 430	36 copies SATB Valentine 10866539	\$106.20		
PO#:	2762	Voucher #:	11590	Invoice	Invoice No: 368305269	2/25/2026	Paid Amt:	\$652.55
							Check Amount:	\$652.55
MNBK	24811	3362		KELSEY PAURUS		Check		
			E 01	400 294 063 000 401	STATE WRESTLING MEALS	\$90.00		
PO#:		Voucher #:	11625	Invoice	Invoice No: 02232026	2/25/2026	Paid Amt:	\$90.00
							Check Amount:	\$90.00
MNBK	24812	3582		MARK RANDALL		Check		
			E 01	400 294 061 000 305	BOYS BASKETBALL OFFICIAL	\$175.00		
PO#:		Voucher #:	11595	Invoice	Invoice No: 02192026	2/25/2026	Paid Amt:	\$175.00
							Check Amount:	\$175.00
MNBK	24813	3766		MATTHEW POEPPING		Check		
			E 01	400 294 061 000 305	BOYS BASKETBALL OFFICIAL	\$100.00		
PO#:		Voucher #:	11593	Invoice	Invoice No: 02192026	2/25/2026	Paid Amt:	\$100.00
							Check Amount:	\$100.00
MNBK	24814	3349		NATHAN PACHAN		Check		
			E 01	400 294 063 000 401	STATE WRESTLING MEALS	\$480.00		
PO#:		Voucher #:	11624	Invoice	Invoice No: 02232026	2/25/2026	Paid Amt:	\$480.00
							Check Amount:	\$480.00
MNBK	24815	2595		RATWIK, ROSZAK & MALONEY, PA		Check		
			E 01	005 150 000 000 305	LEGAL FEES	\$5,757.00		
PO#:		Voucher #:	11611	Invoice	Invoice No: 81860	2/25/2026	Paid Amt:	\$5,757.00
							Check Amount:	\$5,757.00
MNBK	24816	3499		ROBERT BYERS		Check		
			E 01	400 296 061 000 305	GIRLS BASKETBALL OFFICIAL	\$135.00		
PO#:		Voucher #:	11596	Invoice	Invoice No: 02192026	2/25/2026	Paid Amt:	\$135.00
							Check Amount:	\$135.00
MNBK	24817	2759		SCOTT LUTTIO		Check		
			E 01	400 296 061 000 305	GIRLS BASKETBALL OFFICIAL	\$185.00		
PO#:		Voucher #:	11602	Invoice	Invoice No: 02202026	2/25/2026	Paid Amt:	\$185.00
							Check Amount:	\$185.00

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Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24818	3195		SUMMIT FIRE PROTECTION CO		Check		
			E 01	005 865 000 363 305	5YR INSPECTION - SPRINKLER		\$2,960.00	
PO#:	Voucher #:	11610	Invoice	Invoice No: 3863087	2/25/2026	Paid Amt:	\$2,960.00	
						Check Amount:	\$2,960.00	
MNBK	24819	3126		AMAZON CAPITAL SERVICES		Check		
			E 01	400 298 457 301 401	B0BDRNSHKY HYD-Parts 40" Mini Trampoline		\$74.99	
			E 01	103 203 000 000 401	Amazon Shipping Charge		\$0.00	
PO#: 2772	Voucher #:	11635	Invoice	Invoice No: 131H-KPK7-CRJW	3/3/2026	Paid Amt:	\$74.99	
			E 01	400 298 457 301 401	1419755137 Detective Duck: The Case of the		\$6.50	
			E 01	400 298 457 301 401	1419766813 Detective Duck: The Case of the		\$8.83	
			E 01	400 298 457 301 401	1419780484 Detective Duck: The Mystery at E		\$12.89	
			E 01	400 298 457 301 401	1619639890 Wallace and Grace Take the Cas		\$6.27	
			E 01	400 298 457 301 401	1665905247 The Good Dog Collection (Boxec		\$16.00	
			E 01	400 298 457 301 401	1681190117 Wallace and Grace and the Cupc		\$8.99	
			E 01	400 298 457 301 401	Amazon Shipping Charge		\$0.00	
PO#: 2774	Voucher #:	11642	Invoice	Invoice No: 131H-KPK7-3H7T	3/3/2026	Paid Amt:	\$59.48	
			E 01	102 203 036 000 430	B004YGQK5K JOLLY RANCHER Assorted Fr		\$29.40	
			E 01	102 203 036 000 430	B0BSXCCHKB Bulk Blue Raspberry Hard Can		\$17.89	
			E 01	102 203 036 000 430	Freight		\$6.99	
PO#: 2781	Voucher #:	11671	Invoice	Invoice No: 1T61-C6Q6-GJYM	3/3/2026	Paid Amt:	\$54.28	
			E 04	005 505 000 321 401	B01DIUG548 Onix Pickleball 2-in-1 Regulation		\$299.98	
			E 04	005 505 000 321 401	Amazon Shipping Charge		\$0.00	
PO#: 2773	Voucher #:	11636	Invoice	Invoice No: 1C3G-9MNT-3M79	3/3/2026	Paid Amt:	\$299.98	
						Check Amount:	\$488.73	
MNBK	24820	1123		ARC ELECTRICAL SERVICE INC		Check		
			E 01	005 865 000 370 350	LED RETRO IN LOWER POD AND HALLWAY -		\$6,578.08	
PO#:	Voucher #:	11637	Invoice	Invoice No: AR19253	3/3/2026	Paid Amt:	\$6,578.08	
			E 01	005 865 000 370 350	ELECTRICAL - WOOD SHOP - HS		\$397.01	
PO#:	Voucher #:	11638	Invoice	Invoice No: AR19679	3/3/2026	Paid Amt:	\$397.01	
						Check Amount:	\$6,975.09	
MNBK	24821	1181		BERNICKS		Check		
			E 01	400 298 461 301 401	CONCESSION SUPPLIES - YOUTH WRESTLIN		\$295.92	
PO#:	Voucher #:	11632	Invoice	Invoice No: 10457537	3/3/2026	Paid Amt:	\$295.92	
						Check Amount:	\$295.92	
MNBK	24822	1247		BSN SPORTS INC		Check		
			E 01	400 296 000 302 530	JH GIRLS BASKETBALL REVERSIBLES		\$1,277.50	

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Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24822	1247		BSN SPORTS INC		Check		
			E 01	400 296 000 302 530	FREIGHT	\$63.88		
PO#:	Voucher #:	11646	Invoice	Invoice No: 932879624	3/3/2026	Paid Amt:	\$1,341.38	
			E 01	400 294 000 302 530	VARSITY FOOTBALL HELMETS	\$5,135.00		
			E 01	400 294 000 302 530	FREIGHT	\$91.00		
PO#:	Voucher #:	11645	Invoice	Invoice No: 932879623	3/3/2026	Paid Amt:	\$5,226.00	
						Check Amount:	\$6,567.38	
MNBK	24823	3240		CORY KLUDT		Check		
			E 01	400 296 062 000 305	GIRLS HOCKEY OFFICIAL - HEAD REF (REPL/	\$162.00		
PO#:	Voucher #:	11677	Invoice	Invoice No: 12192025	3/3/2026	Paid Amt:	\$162.00	
						Check Amount:	\$162.00	
MNBK	24824	1702		HANDYMANS INC		Check		
			E 01	005 810 103 000 401	PANEL HT - STD 20X27	\$2,448.00		
			E 01	005 810 103 000 401	FREIGHT	\$10.00		
PO#:	Voucher #:	11644	Invoice	Invoice No: 526113	3/3/2026	Paid Amt:	\$2,458.00	
						Check Amount:	\$2,458.00	
MNBK	24825	1712		HARRYS FROZEN FOOD		Check		
			E 01	400 298 461 301 401	PIZZAS - BASKETBALL ASSOCIATION	\$364.25		
PO#:	Voucher #:	11634	Invoice	Invoice No: 84313	3/3/2026	Paid Amt:	\$364.25	
						Check Amount:	\$364.25	
MNBK	24826	1739		HILLYARD - INC		Check		
			E 01	005 810 000 000 401	ICE MELT	\$1,001.81		
PO#:	Voucher #:	11658	Invoice	Invoice No: 90050193	3/3/2026	Paid Amt:	\$1,001.81	
			E 01	005 810 000 302 530	FLOOR SCRUBBER - HS	\$26,139.97		
PO#:	Voucher #:	11653	Invoice	Invoice No: 90001534	3/3/2026	Paid Amt:	\$26,139.97	
						Check Amount:	\$27,141.78	
MNBK	24827	1785		INTERQUEST DETECTION CANINES		Check		
			E 01	200 715 000 342 311	REGULAR CANINE SEARCH - FEB 19	\$300.00		
			E 01	200 715 000 342 311	TRAVEL FEE	\$40.00		
PO#:	Voucher #:	11654	Invoice	Invoice No: FEB NM 2026	3/3/2026	Paid Amt:	\$340.00	
						Check Amount:	\$340.00	
MNBK	24828	1802		ISD 213		Check		
			E 01	400 296 063 000 401	GIRLS WRESTLING TOURNAMENT FEE - JAN	\$200.00		
PO#:	Voucher #:	11673	Invoice	Invoice No: 01302026	3/3/2026	Paid Amt:	\$200.00	
						Check Amount:	\$200.00	

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24829	3695		KELLY SERVICES, INC		Check		
			E 01	103 203 000 000 141	SUBS	\$514.55		
			E 01	103 203 000 000 145	SUBS	\$1,558.90		
			E 01	302 211 000 000 145	SUBS	\$1,781.60		
PO#:	Voucher #:	11675	Invoice	Invoice No: 5614483030	3/3/2026	Paid Amt:	\$3,855.05	
			E 01	302 211 000 000 145	SUBS	\$1,002.15		
			E 01	103 203 000 000 141	SUBS	\$395.01		
			E 01	103 203 000 000 145	SUBS	\$334.05		
PO#:	Voucher #:	11676	Invoice	Invoice No: 5614650019	3/3/2026	Paid Amt:	\$1,731.21	
						Check Amount:	\$5,586.26	
MNBK	24830	3763		LAKES AREA JUMP4FUN INFLATABLES, LLC		Check		
			E 01	400 298 457 301 401	BALANCE ON INFLATABLES	\$973.50		
PO#:	Voucher #:	11672	Invoice	Invoice No: 03032026	3/3/2026	Paid Amt:	\$973.50	
						Check Amount:	\$973.50	
MNBK	24831	2124		LONG PRAIRIE LEADER		Check		
			E 01	302 211 000 000 401	RECEIPT VOUCHERS	\$607.50		
PO#:	Voucher #:	11655	Invoice	Invoice No: 19730	3/3/2026	Paid Amt:	\$607.50	
			E 01	005 010 000 000 401	BOARD MINUTES - SPANISH EDITION	\$208.00		
			E 01	005 010 000 000 401	SUB TEACHER & PARA AD	\$78.00		
PO#:	Voucher #:	11656	Invoice	Invoice No: 19685	3/3/2026	Paid Amt:	\$286.00	
						Check Amount:	\$893.50	
MNBK	24832	2538		PLANK ROAD PUBLISHING		Check		
			E 01	102 259 000 000 430	Music K-8 Vol. 18 N5 Downloadable Issue (M)	\$44.95		
			E 01	102 259 000 000 430	Processing Fee	\$2.50		
PO#: 2784	Voucher #:	11657	Invoice	Invoice No: 26-029800	3/3/2026	Paid Amt:	\$47.45	
						Check Amount:	\$47.45	
MNBK	24833	3460		REGION 6A MSHSL		Check		
			E 01	400 298 460 301 401	LARGE GROUP BAND CONTEST - MARCH 11	\$100.00		
PO#:	Voucher #:	11674	Invoice	Invoice No: 02272026	3/3/2026	Paid Amt:	\$100.00	
						Check Amount:	\$100.00	
MNBK	24834	2790		SHRED-N-GO INC		Check		
			E 01	302 211 000 000 401	SHRED FEE	\$100.30		
			E 01	103 203 000 000 401	SHRED FEE	\$99.97		
			E 01	005 110 000 000 401	SHRED FEE	\$33.33		
PO#:	Voucher #:	11643	Invoice	Invoice No: 194945	3/3/2026	Paid Amt:	\$233.60	
						Check Amount:	\$233.60	

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24835	3339		SVL		Check		
			E 01	005 865 000 380 350	HEAT PUMP REPAIR - HS	\$974.00		
PO#:	Voucher #:	11639	Invoice	Invoice No:	SVC-213285	3/3/2026	Paid Amt:	\$974.00
			E 01	005 865 000 380 350	HVAC REPAIR - HS	\$1,254.00		
PO#:	Voucher #:	11640	Invoice	Invoice No:	SVC-213257	3/3/2026	Paid Amt:	\$1,254.00
							Check Amount:	\$2,228.00
MNBK	24836	3048		VIKING COCA COLA BOTTLING INC		Check		
			E 01	400 298 461 301 401	CONCESSION SUPPLIES - YOUTH WRESTLIN	\$388.75		
			E 01	400 298 461 301 401	CONCESSION SUPPLIES	\$35.75		
PO#:	Voucher #:	11633	Invoice	Invoice No:	3864647	3/3/2026	Paid Amt:	\$424.50
							Check Amount:	\$424.50
MNBK	24837	3126		AMAZON CAPITAL SERVICES		Check		
			E 01	102 203 031 000 430	B00006IFJ7 Crayola Broad Line Washable M	\$59.96		
			E 01	102 203 031 000 430	B00021TNY6 Crayola Washable Paint, Black,	\$6.23		
			E 01	102 203 031 000 430	B00021TNZA Crayola Washable Paint, Red, 1	\$9.70		
			E 01	102 203 031 000 430	B0006HUJJO Elmer's White Liquid School Gl	\$16.79		
			E 01	102 203 031 000 430	B000J07BRQ Scotch Heavy Duty Shipping Pa	\$11.99		
			E 01	102 203 031 000 430	B000NPD6Z8 Crayola Washable Tempera Pai	\$17.32		
			E 01	102 203 031 000 430	B0034IX85O Learning Resources View-Thru (\$38.97		
			E 01	102 203 031 000 430	B0044SEZVE Crayola Washable Tempera Pai	\$32.20		
			E 01	102 203 031 000 430	B01B8R6V2E Amazon Basics AAA Alkaline B	\$20.99		
			E 01	102 203 031 000 430	B01FAPXB0K Play-Doh Bulk Pack of 48 Cans	\$56.06		
			E 01	102 203 031 000 430	B07BWK8RM Dry Erase Lapboards - Pack c	\$139.28		
			E 01	102 203 031 000 430	B07D4YF3K4 Neenah Index Cardstock, 8.5" x	\$51.40		
			E 01	102 203 031 000 430	B07F7XYG1Y FASTPRO 18-Pack, 9-LED Min	\$67.17		
			E 01	102 203 031 000 430	B07Q2WWDNX Astrobrights Mega Collection,	\$17.99		
			E 01	102 203 031 000 430	B07XZ4N7BV Hompie 1200pcs (600 Pair Set	\$63.96		
			E 01	102 203 031 000 430	B08B5C7JH5 OneName Left-Handed Kids Sc	\$9.99		
			E 01	102 203 031 000 430	B08FSL26DY AFMAT Electric Pencil Sharpen	\$94.96		
			E 01	102 203 031 000 430	B08LR88957 Fuyit 100Pcs 4 Inch Wooden Ch	\$26.97		
			E 01	102 203 031 000 430	B093CTVM83 JOYIN 150 Pcs Sidewalk Chalk	\$29.95		
			E 01	102 203 031 000 430	B09MR82F8M HOTO Cordless Hot Glue Gun,	\$26.99		
			E 01	102 203 031 000 430	BOC3YGF24R Essex Wares 120 Pocket Char	\$16.61		
			E 01	102 203 031 000 430	B0D28SXBHD BAG BOX 100 Pack 8.25x4.3x	\$41.98		
			E 01	102 203 031 000 430	B0DBVHMRW5 DIYMAG Magnets with Adhes	\$9.49		
			E 01	102 203 031 000 430	B0DNJF2L82 Shemira 48 Pack Bubble Wand	\$60.78		
			E 01	102 203 031 000 430	B0DQ7HCRZ3 Gillette Foamy Classic Shave I	\$23.59		

Long Prairie-Grey Eagle Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24837	3126		AMAZON CAPITAL SERVICES		Check		
			E 01	102 203 031 000 430	B0F36Q59ST Sharpie Permanent Markers, Fii	\$57.56		
			E 01	102 203 031 000 430	Amazon Shipping Charge	\$0.00		
			E 01	102 203 031 000 430	Promos & Discounts	(\$6.65)		
PO#: 2766	Voucher #:	11694	Invoice	Invoice No: 1FRD-C7M4-3N6X	3/9/2026	Paid Amt:	\$1,002.23	
			E 01	102 203 031 000 430	CREDIT FOR ITEMS	\$57.56		
PO#:	Voucher #:	11709	Credit	Invoice No: 1FR4-3XWN-4RJT	3/9/2026	Paid Amt:	(\$57.56)	
						Check Amount:	\$944.67	
MNBK	24838	3793		COMMERCIAL LIGHTING		Check		
			E 01	005 810 000 000 401	FROSTED INF/DW COATED LED LIGHT BULBS	\$580.49		
PO#:	Voucher #:	11734	Invoice	Invoice No: 12605303	3/9/2026	Paid Amt:	\$580.49	
						Check Amount:	\$580.49	
MNBK	24839	3791		DESIGN CONTROL, INC		Check		
			E 06	005 867 000 366 305	HVAC PROJECT HS - FINAL PAYMENT	\$507.25		
PO#:	Voucher #:	11691	Invoice	Invoice No: APP NO. 2	3/9/2026	Paid Amt:	\$507.25	
			E 06	005 867 000 366 305	HVAC PROJECT - TESTING, ADJUSTNG & BA	\$9,637.75		
PO#:	Voucher #:	11690	Invoice	Invoice No: APPL #1	3/9/2026	Paid Amt:	\$9,637.75	
						Check Amount:	\$10,145.00	
MNBK	24840	1536		EDUCATOR BENEFIT CONSULTANTS, LLC		Check		
			E 01	005 160 000 000 305	ACS TPA MONTHLY FEE	\$145.98		
PO#:	Voucher #:	11687	Invoice	Invoice No: 41078	3/9/2026	Paid Amt:	\$145.98	
						Check Amount:	\$145.98	
MNBK	24841	1540		EHLERS & ASSOCIATES INC		Check		
			E 01	200 211 000 302 405	BUDGET PROJECTION MODEL WITH DATA SE	\$2,850.00		
PO#:	Voucher #:	11729	Invoice	Invoice No: 105248	3/9/2026	Paid Amt:	\$2,850.00	
			E 07	005 910 000 000 790	2026 CONTINUING DISCLOSURE REPORTING	\$3,150.00		
PO#:	Voucher #:	11728	Invoice	Invoice No: 105247	3/9/2026	Paid Amt:	\$3,150.00	
			E 01	200 211 000 302 405	ENROLLMENT PROJECTION MODEL	\$800.00		
PO#:	Voucher #:	11730	Invoice	Invoice No: 105249	3/9/2026	Paid Amt:	\$800.00	
						Check Amount:	\$6,800.00	
MNBK	24842	1662		GOPHER STAGE LIGHTING		Check		
			E 01	005 810 000 302 530	AUDITORIUM LIGHTING	\$46,983.00		
PO#:	Voucher #:	11725	Invoice	Invoice No: INV25314	3/9/2026	Paid Amt:	\$46,983.00	
						Check Amount:	\$46,983.00	

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
MNBK	24843	3635		GUNS GALORE LLC		Check			
			E 01	400 298 413 301 401	AMMO FOR TRAP SHOOTING	\$3,900.00			
PO#:	Voucher #:	11723	Invoice	Invoice No: 03042026	3/9/2026	Paid Amt:	\$3,900.00		
						Check Amount:	\$3,900.00		
MNBK	24844	1702		HANDYMANS INC		Check			
			E 01	005 810 000 000 401	1 - 1/4 SILICON CARBIDE SEAL	\$1,259.31			
			E 01	005 810 000 000 401	GASKET B&G BODY P57700	\$10.99			
			E 01	005 810 000 000 401	SLEEVE KIT 304 SS	\$332.31			
			E 01	005 810 000 000 401	FREIGHT	\$21.40			
PO#:	Voucher #:	11686	Invoice	Invoice No: 526352	3/9/2026	Paid Amt:	\$1,624.01		
						Check Amount:	\$1,624.01		
MNBK	24845	1739		HILLYARD - INC		Check			
			E 01	005 810 103 000 401	ICE MELT - HS	\$1,001.81			
PO#:	Voucher #:	11692	Invoice	Invoice No: 90050194	3/9/2026	Paid Amt:	\$1,001.81		
			E 01	005 810 103 000 401	BAG FILTER PAPER VERSATMIC - RETURN ITI	\$291.40			
PO#:	Voucher #:	11693	Credit	Invoice No: 90057509	3/9/2026	Paid Amt:	(\$291.40)		
						Check Amount:	\$710.41		
MNBK	24846	1783		INTEGRATED SYSTEMS CORPORATION		Check			
			E 01	005 110 000 000 305	SKYWARD HOSTING SERVICES - APRIL 2026	\$356.00			
PO#:	Voucher #:	11695	Invoice	Invoice No: 2325	3/9/2026	Paid Amt:	\$356.00		
						Check Amount:	\$356.00		
MNBK	24847	1815		ISD 482		Check			
			E 01	400 294 055 000 401	BOYS SOCCER - 14 ATHLETES	\$7,842.56			
PO#:	Voucher #:	11724	Invoice	Invoice No: 03062026	3/9/2026	Paid Amt:	\$7,842.56		
						Check Amount:	\$7,842.56		
MNBK	24848	1984		JW PEPPER & SON INC		Check			
			E 01	303 259 000 000 430	36 copies Sisi Ni Moja SAB 10593109	\$115.20			
PO#: 2762	Voucher #:	11684	Invoice	Invoice No: 368341168	3/9/2026	Paid Amt:	\$115.20		
						Check Amount:	\$115.20		
MNBK	24849	2121		LONG PRAIRIE FLEET SUPPLY		Check			
			E 01	005 810 000 000 401	CUSTODIAL SUPPLIES - ELEM	\$64.15			
			E 01	005 810 103 000 401	CUSTODIAL SUPPLIES - HS	\$58.13			
PO#:	Voucher #:	11732	Invoice	Invoice No: MULTIPLE	3/9/2026	Paid Amt:	\$122.28		
						Check Amount:	\$122.28		
MNBK	24850	2131		LONG PRAIRIE SANITARY SERVICE		Check			
			E 01	005 810 103 000 330	GARBAGE SERVICES - HS	\$1,948.26			

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24850	2131		LONG PRAIRIE SANITARY SERVICE		Check		
			E 01	005 810 000 000 330	GARBAGE SERVICES - ELEM	\$1,948.25		
PO#:	Voucher #:	11720	Invoice	Invoice No: 8544	3/9/2026	Paid Amt:	\$3,896.51	
						Check Amount:	\$3,896.51	
MNBK	24851	2276		MIDAMERICA BOOKS		Check		
			E 01	400 298 457 301 401	BOOKS - ELEM LIBRARY	\$155.76		
PO#:	Voucher #:	11685	Invoice	Invoice No: 0090180	3/9/2026	Paid Amt:	\$155.76	
						Check Amount:	\$155.76	
MNBK	24852	2448		NORTHERN PINES MENTAL HEALTH CENTER		Check		
			E 01	301 420 000 740 394	LPGE - CTSS = 2026 FEB	\$905.00		
PO#:	Voucher #:	11689	Invoice	Invoice No: INV827	3/9/2026	Paid Amt:	\$905.00	
			E 01	301 420 000 740 394	LONG PRAIRIE SOCIAL WORKER - 2026 MAR	\$1,944.45		
			E 01	101 420 000 740 394	LONG PRAIRIE SOCIAL WORKER - 2026 MAR	\$1,944.44		
PO#:	Voucher #:	11688	Invoice	Invoice No: INV824	3/9/2026	Paid Amt:	\$3,888.89	
						Check Amount:	\$4,793.89	
MNBK	24853	3423		PARENTSQUARE, INC		Check		
			E 01	200 211 000 302 405	ENGAGE 2025 (7/1/25-6/30/26)	\$4,639.76		
PO#:	Voucher #:	11727	Invoice	Invoice No: 2024-26343	3/9/2026	Paid Amt:	\$4,639.76	
						Check Amount:	\$4,639.76	
MNBK	24854	2722		SCHOLARSHIP AMERICA DOLLARS FOR SCH		Check		
			E 01	400 960 478 340 898	2026 DOLLARS FOR SCHOLARS ANNUAL REI	\$700.00		
PO#:	Voucher #:	11722	Invoice	Invoice No: 202610206	3/9/2026	Paid Amt:	\$700.00	
						Check Amount:	\$700.00	
MNBK	24855	2819		SPECTRUM SUPPLY COMPANY		Check		
			E 02	005 770 000 701 401	FOOD SERVICES SUPPLIES	\$427.75		
			E 02	005 770 000 701 401	CASH DISCOUNT	(\$4.28)		
PO#:	Voucher #:	11741	Invoice	Invoice No: 25834	3/9/2026	Paid Amt:	\$423.47	
						Check Amount:	\$423.47	
MNBK	24856	3707		ZIONS BANK		Check		
			E 07	005 910 000 000 720	LOAN PAYMENT	(\$18.78)		
			E 07	005 910 000 000 720	LOAN PAYMENT	\$29,650.00		
			E 07	005 910 000 000 710	LOAN PAYMENT	\$110,000.00		
PO#:	Voucher #:	11696	Invoice	Invoice No: LOAN #11986	3/9/2026	Paid Amt:	\$139,631.22	
			E 07	005 910 000 000 790	ANNUAL TRUSTEE FEE	\$2,000.00		
PO#:	Voucher #:	11697	Invoice	Invoice No: 5327532-26	3/9/2026	Paid Amt:	\$2,000.00	
						Check Amount:	\$141,631.22	

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MNBK	24857	1028		ACE		Check
			E 01	005 810 000 000 401	CUSTODIAL SUPPLIES - ELEM	\$51.27
			E 01	005 810 103 000 401	CUSTODIAL SUPPLIES - HS	\$137.74
			E 01	005 810 103 000 401	SUPPLIES	\$11.99
PO#:	Voucher #:	11760	Invoice	Invoice No: 9003744	3/12/2026	Paid Amt: \$201.00
						Check Amount: \$201.00
MNBK	24858	3126		AMAZON CAPITAL SERVICES		Check
			E 01	102 260 000 000 430	1250203953 Science Comics: Rocks and Min	\$6.49
			E 01	102 260 000 000 430	1250265851 Science Comics: Electricity: Ene	\$8.99
			E 01	102 260 000 000 430	1338891782 I Survived the Great Alaska Earth	\$4.29
			E 01	102 260 000 000 430	1338891820 I Survived the Dust Bowl, 1935 (\$6.99
			E 01	102 260 000 000 430	141978269X Partypooper: A side-splitting birtl	\$7.21
			E 01	102 260 000 000 430	1546176187 Dog Man: Big Jim Believes: A Gr	\$8.00
			E 01	102 260 000 000 430	1626721416 Science Comics: Solar System: C	\$8.71
			E 01	102 260 000 000 430	1626723605 Science Comics: Volcanoes: Fire	\$8.49
			E 01	102 260 000 000 430	1626727902 Science Comics: Wild Weather: S	\$7.71
			E 01	102 260 000 000 430	B0002T3WLS Crayola Broad Line Markers Cl	\$59.99
			E 01	102 260 000 000 430	B000GOZYRO Sharpie Permanent Markers, F	\$14.31
			E 01	102 260 000 000 430	B004PX79FC Alka-Seltzer Heartburn Pain E	\$56.52
			E 01	102 260 000 000 430	B00GTDI9S2 Miracle-Gro Potting Mix, For Co	\$34.58
			E 01	102 260 000 000 430	B00UHUKKHQ Sharpie Electro Pop Permane	\$20.07
			E 01	102 260 000 000 430	B018VQ71JC Aiicioo Reptile Heating Pad - He	\$24.44
			E 01	102 260 000 000 430	B071JM699P Amazon Basics Wood-Cased #	\$43.08
			E 01	102 260 000 000 430	B071JYYZGR 25 Slightly Assorted Flower Se	\$14.99
			E 01	102 260 000 000 430	B07GRN4H38 48 Prepared Microscope Slide:	\$51.16
			E 01	102 260 000 000 430	B07PBT2K43 AFMAT Electric Pencil Sharpene	\$50.00
			E 01	102 260 000 000 430	B0836CM7KY Newentor Weather Station Wire	\$32.29
			E 01	102 260 000 000 430	B085DGRT4M Post-it Super Sticky Easel Pad	\$63.96
			E 01	102 260 000 000 430	B08VH9KMHC Kitchen Timer Digital for Teach	\$39.83
			E 01	102 260 000 000 430	B09H3D82CS Concession Essentials Dispose	\$9.79
			E 01	102 260 000 000 430	B09JNSL2SQ homenote Peat Pots, 120 Pcs 4	\$51.98
			E 01	102 260 000 000 430	B09RSH4RFN Insect Lore Two Cups of Live C	\$29.84
			E 01	102 260 000 000 430	B0B5HQ5BSF 100 PCS Sports Stickers for V	\$5.69
			E 01	102 260 000 000 430	B0BC46SDXR Tcnroy 600PCS STEM Building	\$22.99
			E 01	102 260 000 000 430	B0BGKNPJQL Organic Bean Seeds Variety P:	\$9.89
			E 01	102 260 000 000 430	B0BJGY9HTW Scotch Heavy Duty Shipping F	\$32.70
			E 01	102 260 000 000 430	B0BRYWNSHZ 600Pcs Stickers for Kids, Wat	\$8.09

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MNBK	24858	3126		AMAZON CAPITAL SERVICES		Check		
			E 01	102 260 000 000 430	B0C395BZSF Apakkai 600 Pcs Cute Stickers	\$19.96		
			E 01	102 260 000 000 430	B0CF2S5ZFK Sharpie Glam Pop Permanent M	\$18.61		
			E 01	102 260 000 000 430	B0CGQSN5GV Legigo 2 Pack Compressed C	\$12.34		
			E 01	102 260 000 000 430	B0CLS6MT1X 100 Pieces Dice Set, 16MM St	\$7.57		
			E 01	102 260 000 000 430	B0CMHLG555 Sooez 6 Pack Extra Large Pen	\$21.84		
			E 01	102 260 000 000 430	B0CYDBCSR7 Clorox Disinfecting Cleaning V	\$33.24		
			E 01	102 260 000 000 430	B0D3XJKVY8 Yarlung Giant Checkers Set Tic	\$14.99		
			E 01	102 260 000 000 430	B0D91WXC1X 100 Pack Sports Stickers, Spc	\$5.69		
			E 01	102 260 000 000 430	B0DPM5NZ1S EOENVIVS Plastic Storage Bir	\$23.44		
			E 01	102 260 000 000 430	B0DXF8XCHW YISZM Aquarium Sand, 2lbs E	\$19.40		
			E 01	102 260 000 000 430	B0F27SYJ3N 18 Pack Basic Calculators for S	\$25.64		
			E 01	102 260 000 000 430	B0F36Q59ST Sharpie Permanent Markers, Fii	\$28.78		
			E 01	102 260 000 000 430	B0F4XYC1B3 JOLLY RANCHER Assorted Fru	\$21.90		
			E 01	102 260 000 000 430	Amazon Shipping Charge	\$0.00		
			E 01	102 260 000 000 430	Promos & Discounts	(\$2.50)		
PO#: 2783	Voucher #:	11763	Invoice	Invoice No: 1MJC-L4QR-47KJ	3/12/2026	Paid Amt:	\$993.97	
			E 01	102 203 035 000 430	B09J7YKK43 6 Pack Multi-Function Electronic	\$38.97		
			E 01	102 203 035 000 430	Amazon Shipping Charge	\$0.00		
PO#: 2810	Voucher #:	11764	Invoice	Invoice No: 13DN-PRFP-96JV	3/12/2026	Paid Amt:	\$38.97	
			E 01	400 298 457 301 401	1665903341 Out of Range	\$9.51		
PO#: 2754	Voucher #:	11762	Invoice	Invoice No: 131H-4T31-RM66	3/12/2026	Paid Amt:	\$9.51	
						Check Amount:	\$1,042.45	
MNBK	24859	1269		CARD SERVICES		Check		
			E 01	301 403 000 740 433	COFFEE CART	\$300.58		
			E 01	303 250 000 000 430	FACS	\$31.47		
			B 01	230 050	PROSTART	\$17.96		
			E 01	302 211 000 000 401	THOR AWARDS	\$34.74		
			E 04	005 505 000 321 401	COMMUNITY ED	\$50.93		
PO#:	Voucher #:	11778	Invoice	Invoice No: MULTIPLE	3/12/2026	Paid Amt:	\$435.68	
						Check Amount:	\$435.68	
MNBK	24860	3796		CARI HAGEN		Check		
			E 04	005 505 000 321 305	BRACELET CLASS	\$200.00		
PO#:	Voucher #:	11792	Invoice	Invoice No: 123456	3/12/2026	Paid Amt:	\$200.00	
						Check Amount:	\$200.00	
MNBK	24861	3695		KELLY SERVICES, INC		Check		
			E 01	103 203 000 000 145	ELEM TEACHER SUBS	\$2,115.65		

Long Prairie-Grey Eagle

Detail Payment Register By Check

Check Number: 24799-24862 Payment Date: 7/1/2025-3/31/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MNBK	24861	3695		KELLY SERVICES, INC		Check
			E 01	103 203 000 000 141	ELEM PARA SUBS	\$686.07
			E 01	302 211 000 000 145	HS TEACHER SUBS	\$1,002.15
PO#:	Voucher #:	11761	Invoice	Invoice No: 5614855495	3/12/2026	Paid Amt: \$3,803.87
						Check Amount: \$3,803.87
MNBK	24862	2363		MPL		Check
			E 01	005 810 000 000 332	ELECTRICITY - HS	\$9,494.45
			E 01	005 810 103 000 332	ELECTRICITY - HS	\$22,697.60
PO#:	Voucher #:	11770	Invoice	Invoice No: 7123200000	3/12/2026	Paid Amt: \$32,192.05
						Check Amount: \$32,192.05
						Report Total: \$352,845.42

Long Prairie-Grey Eagle Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
AHNB		6555		Wire	1	1372		COMMISSIONER OF REVENUE		No	Yes	No	02/03/2026	298.89
AHNB		6556		Wire	1	1543		ELECTRONIC FED TAX PAY SYSTEM		No	Yes	No	02/03/2026	1,426.51
AHNB		6591		Wire	1	2565		PUBLIC EMPLOYEES RETIREMT ASSN		No	Yes	No	02/13/2026	41,096.90
AHNB		6592		Wire	1	1372		COMMISSIONER OF REVENUE		No	Yes	No	02/13/2026	32,473.40
AHNB		6593		Wire	1	2918		TEACHERS RETIREMENT ACCOUNT		No	Yes	No	02/13/2026	94,068.24
AHNB		6594		Wire	1	1543		ELECTRONIC FED TAX PAY SYSTEM		No	Yes	No	02/13/2026	175,134.66
AHNB		6595		Wire	1	1467		DELTA DENTAL OF MN		No	Yes	No	02/13/2026	4,020.80
AHNB		6596		Wire	1	1580		EYE MED VISION CARE, LLC		No	Yes	No	02/13/2026	318.45
AHNB		6597		Wire	1	1155		AVIBEN		No	Yes	No	02/13/2026	22,262.65
AHNB		6598		Wire	1	1155		AVIBEN		No	Yes	No	02/13/2026	4,393.00
AHNB		6599		Wire	1	3279		AVIBEN		No	Yes	No	02/13/2026	2,619.16
AHNB		6600		Wire	1	1155		AVIBEN		No	Yes	No	02/13/2026	3,566.66
AHNB		6651		Wire	1	3545		BLUE CROSS BLUE SHIELD OF MINNESC		No	Yes	No	02/19/2026	125,716.00
AHNB		6737		Wire	1	1080		AMERICAN HERITAGE NATL BANK		No	Yes	No	02/28/2026	29.00
AHNB		6738		Wire	1	2625		REVTRAK INC		No	Yes	No	02/28/2026	238.06
													Bank Total:	\$507,662.38
MNBK		6735		Wire	1	1197		BMO		No	Yes	No	02/28/2026	4,403.60
MNBK		6736		Wire	1	2324		MINNESOTA NATIONAL BANK		No	Yes	No	02/28/2026	30.00
													Bank Total:	\$4,433.60
													Report Total:	\$512,095.98

REVOLVING FUND

DATE	CHECK #	VENDOR	MEMO	AMOUNT
03/09/2026	5874	Catherine Swanson	Community Ed	\$ 125.00
03/11/2026	5875	Todd County Registrar	Elementary Liaison Notary Registration	\$ 20.00

Statement Manager

BMO - Mastercard, Statement Period 01/28/2026 to 02/27/2026

Statement New	Card Account	Previous	Current	Tax Notes
Billing Account 027692	XXXX-XXXX-XXXX-7692	4,403.60	5,434.55	<i>i</i>
Rud Barton	XXXX-XXXX-XXXX-6780	0.00	15.57	<i>i</i>
Evenson Bradley	XXXX-XXXX-XXXX-3534	0.00	1,976.99	<i>i</i>
PAURUS KELSEY	XXXX-XXXX-XXXX-4098	0.00	1,431.82	<i>i</i>
Ganske Mitchell	XXXX-XXXX-XXXX-8325	0.00	26.00	<i>i</i>
Evenson Sherrilynn	XXXX-XXXX-XXXX-9873	0.00	1,306.04	<i>i</i>
Cebulla Tammy	XXXX-XXXX-XXXX-4387	0.00	678.13	<i>i</i>

Statement Report

3MO - Mastercard - U.S. Dollar

01/28/2026 to 02/27/2026

Evenson Bradley - Statement Report		Tax Receipt	Source Amount	Amount Tax	Amount Incl	Tax Notes	
01/30/2026	Cowing Robards Inc		04 005 560.00	321.40	1,972.00	?	0 ☒ i
02/25/2026	Adobe			Monthly charge -	4.99	?	0 ☒ i

Statement Report

3MO - Mastercard - U.S. Dollar

01/28/2026 to 02/27/2026

PAURUS KELSEY - Statement Report

		Tax Receipt	Source Amount	Amount Tax	Amount Incl	Tax Notes
01/29/2026	Long Prairie Fleet Spl	Ice Fishing	Activity B-01 230050	46.54	677.63	✓ ? 0 ④ i
01/30/2026	In Academic Hallmarks			.	60.00	✓ ? 0 ④ i
02/04/2026	Coborns		Knowledge Bowl	6.95	101.19	✓ ? 0 ④ i
02/12/2026	Stage Partners		Full length Play		453.00	✓ ? 0 ④ i
02/25/2026	Grand Casino Arena		State Wrestling	10.82	140.00	✓ ? 0 ④ i

Statement Report

3MO - Mastercard - U.S. Dollar

01/28/2026 to 02/27/2026

Ganske Mitchell - Statement Report	Tax Receipt	Source Amount	Amount Tax	Amount Incl	Tax Notes
02/24/2026 Us Mobile		Transaction phone	1.79	26.00	? 0 ☒ i

Statement Report

3MO - Mastercard - U.S. Dollar

01/28/2026 to 02/27/2026

Evenson Sherrilynn - Statement Report		Tax Receipt	Source Amount	Amount Tax	Amount Incl	Tax Notes
01/30/2026	Rainbow Resource Cente	04 703 590 0 351 460		43.20	600.66	? 0 0 i
02/07/2026	Samsclub.Com	01 400 298 461 301 401		5.16	73.96	? 0 0 i
02/10/2026	Practice Meets Purpose	Conf. Reg. M. Meagher		5.46	79.43	? 0 0 i
02/15/2026	Usat Media Co			.	16.99	? 0 0 i
02/23/2026	Ehlers Seminar	School Finance Seminar		.	235.00	? 0 0 i
02/26/2026	Masbo	2026 Annual Conference		26.71	300.00	? 0 0 i

Statement Report

3MO - Mastercard - U.S. Dollar

01/28/2026 to 02/27/2026

Rud Barton - Statement Report	Tax Receipt	Source Amount	Amount Tax	Amount Incl	Tax Notes
02/16/2026 Coborns		<i>PD Day Food</i>	1.06	15.57	?   

Statement Report

3MO - Mastercard - U.S. Dollar

01/28/2026 to 02/27/2026

Cebulla Tammy - Statement Report

02/06/2026 Radisson Blu Moa
 02/12/2026 Wal-Mart #4253
 02/16/2026 Coborns

Tax Receipt	Source Amount	Amount Tax	Amount Incl	Tax notes
MESPA conference	See Receipt	440.16	392.16	OK
PD Day - Both Buildings	7.77	111.42	✓ ? 0 0 i	
01400 298 457 301 401	78.69	126.55	✓ ? 0 0 i	

Long Prairie-Grey Eagle Student Activity Guideline Period Ending March 31, 2026

Sequence: Group-Sub, O/S

										26AB				% YTD	Remaining	
L	Fd	Org	Pro	Crs	Fin	O/S	Class	Sub	Description	Annual Budget	Period 202609	Year To Date	% YTD	Encumbrances	+ Enc	Balance
408 SPECIAL OLYMPIC																
B	01	401	408				400	408	SPECIAL OLYMPIC	0.00	0.00	(210.35)	0%	0.00	0%	210.35
R	01	400	298	408	301	099	401	408	Misc Revenue - SPECIAL OL	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
E	01	400	298	408	301	401	401	408	Supplies - SPECIAL OLYMPI	100.00	0.00	0.00	0%	396.99	397%	(296.99)
408 SPECIAL OLYMPIC										0.00	0.00	(210.35)	0%	396.99	0%	(186.64)
410 ELEM DCD																
B	01	401	410				400	410	ELEM DCD	0.00	0.00	(903.43)	0%	0.00	0%	903.43
R	01	400	298	410	301	099	401	410	Misc Revenue - ELEM DCD	(2,000.00)	0.00	0.00	0%	0.00	0%	(2,000.00)
E	01	400	298	410	301	401	401	410	Supplies - ELEM DCD	2,000.00	0.00	0.00	0%	0.00	0%	2,000.00
410 ELEM DCD										0.00	0.00	(903.43)	0%	0.00	0%	903.43
412 FFA																
B	01	401	412				400	412	FFA	0.00	0.00	6,001.13	0%	0.00	0%	(6,001.13)
R	01	400	298	412	301	099	401	412	Misc Revenue - FFA	(37,500.00)	(1,200.00)	(30,742.00)	82%	0.00	82%	(6,758.00)
E	01	400	298	412	301	401	401	412	Supplies - FFA	37,500.00	405.87	23,150.52	62%	0.00	62%	14,349.48
412 FFA										0.00	(794.13)	(1,590.35)	0%	0.00	0%	1,590.35
413 TRAPSHOOTING																
B	01	401	413				400	413	TRAPSHOOTING	0.00	0.00	(357.32)	0%	0.00	0%	357.32
R	01	400	298	413	301	099	401	413	Misc Revenue - TRAPSHOO	(8,000.00)	0.00	(8,811.77)	110%	0.00	110%	811.77
E	01	400	298	413	301	401	401	413	Supplies - TRAPSHOOTING	8,000.00	3,900.00	4,600.50	58%	0.00	58%	3,399.50
413 TRAPSHOOTING										0.00	3,900.00	(4,568.59)	0%	0.00	0%	4,568.59
415 VOLLEYBALL																
B	01	401	415				400	415	VOLLEYBALL	0.00	0.00	(4,274.92)	0%	0.00	0%	4,274.92
R	01	400	298	415	301	099	401	415	Misc Revenue - VOLLEYBA	(7,000.00)	0.00	0.00	0%	0.00	0%	(7,000.00)
E	01	400	298	415	301	401	401	415	Supplies -VOLLEYBALL	7,000.00	0.00	530.04	8%	0.00	8%	6,469.96
415 VOLLEYBALL										0.00	0.00	(3,744.88)	0%	0.00	0%	3,744.88
416 GIRLS BASKETBAL																
B	01	401	416				400	416	GIRLS BASKETBAL	0.00	0.00	(3,240.52)	0%	0.00	0%	3,240.52
R	01	400	298	416	301	099	401	416	Misc Revenue - GIRLS BAS	(100.00)	0.00	(2,551.00)	2551%	0.00	2551%	2,451.00
E	01	400	298	416	301	401	401	416	Supplies - GIRLS BASKETB/	100.00	99.00	2,434.95	2435%	0.00	2435%	(2,334.95)
416 GIRLS BASKETBAL										0.00	99.00	(3,356.57)	0%	0.00	0%	3,356.57
417 SECONDARY LIBRA																
B	01	401	417				400	417	SECONDARY LIBRA	0.00	0.00	(1,883.92)	0%	0.00	0%	1,883.92
R	01	400	298	417	301	099	401	417	Misc Revenue - SECONDAR	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
E	01	400	298	417	301	401	401	417	Supplies - SECONDARY LIBI	100.00	0.00	0.00	0%	0.00	0%	100.00
417 SECONDARY LIBRA										0.00	0.00	(1,883.92)	0%	0.00	0%	1,883.92

Long Prairie-Grey Eagle Student Activity Guideline Period Ending March 31, 2026

Sequence: Group-Sub, O/S

										26AB				% YTD	Remaining	
L	Fd	Org	Pro	Crs	Fin	O/S	Class	Sub	Description	Annual Budget	Period 202609	Year To Date	% YTD	Encumbrances	+ Enc	Balance
418 BOYS BASKETBALL																
R	01	400	298	418	301	099	401	418	Misc Revenue - BOYS BASK	0.00	0.00	(731.96)	0%	0.00	0%	731.96
E	01	400	298	418	301	401	401	418	Supplies - BOYS BASKETB/	0.00	0.00	581.96	0%	0.00	0%	(581.96)
418 BOYS BASKETBALL										0.00	0.00	(150.00)	0%	0.00	0%	150.00
429 TRACK																
B	01	401	429				400	429	TRACK	0.00	0.00	(1,116.28)	0%	0.00	0%	1,116.28
R	01	400	298	429	301	099	401	429	Misc Revenue - TRACK	(5,200.00)	0.00	0.00	0%	0.00	0%	(5,200.00)
E	01	400	298	429	301	401	401	429	Supplies - TRACK	5,200.00	0.00	260.00	5%	0.00	5%	4,940.00
429 TRACK										0.00	0.00	(856.28)	0%	0.00	0%	856.28
441 ELEMENTARY LIBR																
B	01	401	441				400	441	ELEMENTARY LIBR	0.00	0.00	(682.78)	0%	0.00	0%	682.78
R	01	400	298	441	301	099	401	441	Misc Revenue - ELEMENTAF	(2,000.00)	0.00	(3,349.63)	167%	0.00	167%	1,349.63
E	01	400	298	441	301	401	401	441	Supplies - ELEMENTARY LIB	2,000.00	0.00	3,349.51	167%	0.00	167%	(1,349.51)
441 ELEMENTARY LIBR										0.00	0.00	(682.90)	0%	0.00	0%	682.90
446 WEB/LINK CREW																
B	01	401	446				400	446	WEB/LINK CREW	0.00	0.00	(1,106.37)	0%	0.00	0%	1,106.37
446 WEB/LINK CREW										0.00	0.00	(1,106.37)	0%	0.00	0%	1,106.37
451 CROSS COUNTRY																
B	01	401	451				400	451	CROSS COUNTRY	0.00	0.00	(70.92)	0%	0.00	0%	70.92
451 CROSS COUNTRY										0.00	0.00	(70.92)	0%	0.00	0%	70.92
452 ELEMENTARY BAND																
B	01	401	452				400	452	ELEMENTARY BAND	0.00	0.00	(6,354.92)	0%	0.00	0%	6,354.92
R	01	400	298	452	301	099	401	452	Misc Revenue - ELEMENTAF	(200.00)	0.00	(1,322.00)	661%	0.00	661%	1,122.00
E	01	400	298	452	301	401	401	452	Supplies - ELEMENTARY BA	200.00	0.00	3,592.95	1796%	132.80	1863%	(3,525.75)
452 ELEMENTARY BAND										0.00	0.00	(4,083.97)	0%	132.80	0%	3,951.17
454 CHOIR																
R	01	400	298	454	301	099	401	454	Misc Revenue - CHOIR	(4,500.00)	0.00	0.00	0%	0.00	0%	(4,500.00)
E	01	400	298	454	301	401	401	454	Supplies - CHOIR	4,500.00	0.00	0.00	0%	0.00	0%	4,500.00
454 CHOIR										0.00	0.00	0.00	0%	0.00	0%	0.00
457 ELEMENTARY ACTI																
B	01	401	457				400	457	ELEMENTARY ACTI	0.00	0.00	(94,468.82)	0%	0.00	0%	94,468.82
R	01	400	298	457	301	099	401	457	Misc Revenue - ELEMENTAF	(50,000.00)	0.00	(2,254.00)	5%	0.00	5%	(47,746.00)
E	01	400	298	457	301	401	401	457	Supplies - ELEMENTARY AC	45,000.00	2,252.02	23,513.42	52%	4,452.80	62%	17,033.78
457 ELEMENTARY ACTI										(5,000.00)	2,252.02	(73,209.40)	1464%	4,452.80	1375%	63,756.60

Long Prairie-Grey Eagle Student Activity Guideline Period Ending March 31, 2026

Sequence: Group-Sub, O/S

										26AB				% YTD	Remaining	
L	Fd	Org	Pro	Crs	Fin	O/S	Class	Sub	Description	Annual Budget	Period 202609	Year To Date	% YTD	Encumbrances	+ Enc	Balance
458 GIRLS HOCKEY																
B	01	401	458				400	458	Rst/Rsvd Extra Curricular	0.00	0.00	(11,678.82)	0%	0.00	0%	11,678.82
R	01	400	298	458	301	099	401	458	GIRLS HOCKEY	0.00	0.00	6,823.67	0%	0.00	0%	(6,823.67)
E	01	400	298	458	301	401	401	458	GIRLS HOCKEY	0.00	0.00	4,188.78	0%	0.00	0%	(4,188.78)
458 GIRLS HOCKEY										0.00	0.00	(666.37)	0%	0.00	0%	666.37
459 GYMNASTICS																
B	01	401	459				400	459	GYMNASTICS	0.00	0.00	(7,426.58)	0%	0.00	0%	7,426.58
R	01	400	298	459	301	099	401	459	Misc Revenue - GYMNASTIC	(1,000.00)	0.00	0.00	0%	0.00	0%	(1,000.00)
E	01	400	298	459	301	401	401	459	Supplies - GYMNASTICS	1,000.00	0.00	3,529.25	353%	0.00	353%	(2,529.25)
459 GYMNASTICS										0.00	0.00	(3,897.33)	0%	0.00	0%	3,897.33
460 MARCHING BAND																
B	01	401	460				400	460	MARCHING BAND	0.00	0.00	(55,400.31)	0%	0.00	0%	55,400.31
R	01	400	298	460	301	099	401	460	Misc Revenue - MARCHING	(25,000.00)	(3,853.40)	(33,532.41)	134%	0.00	134%	8,532.41
E	01	400	298	460	301	401	401	460	Supplies - MARCHING BAND	25,000.00	100.00	94,499.18	378%	725.00	381%	(70,224.18)
460 MARCHING BAND										0.00	(3,753.40)	5,566.46	0%	725.00	0%	(6,291.46)
461 LETTERCLUB																
B	01	401	461				400	461	LETTERCLUB	0.00	0.00	(36,418.44)	0%	0.00	0%	36,418.44
R	01	400	298	461	301	099	401	461	Misc Revenue - LETTERCLU	(28,000.00)	0.00	(53,701.83)	192%	0.00	192%	25,701.83
E	01	400	298	461	301	401	401	461	Supplies - LETTERCLUB	28,000.00	259.96	19,593.65	70%	459.15	72%	7,947.20
461 LETTERCLUB										0.00	259.96	(70,526.62)	0%	459.15	0%	70,067.47
462 MINNESOTA HONOR																
B	01	401	462				400	462	MINNESOTA HONOR	0.00	0.00	(149.99)	0%	0.00	0%	149.99
E	01	400	298	462	301	401	401	462	Supplies - MINNESOTA HON	0.00	0.00	165.75	0%	0.00	0%	(165.75)
462 MINNESOTA HONOR										0.00	0.00	15.76	0%	0.00	0%	(15.76)
465 SECONDARY ACTIV																
B	01	401	465				400	465	SECONDARY ACTIV	0.00	0.00	(7,581.72)	0%	0.00	0%	7,581.72
R	01	400	298	465	301	099	401	465	Misc Revenue - SECONDAR	(8,000.00)	0.00	(8,150.15)	102%	0.00	102%	150.15
E	01	400	298	465	301	401	401	465	Supplies - SECONDARY AC	8,000.00	0.00	7,191.34	90%	1,150.00	104%	(341.34)
465 SECONDARY ACTIV										0.00	0.00	(8,540.53)	0%	1,150.00	0%	7,390.53
467 YEARBOOK																
B	01	401	467				400	467	YEARBOOK	0.00	0.00	8,051.51	0%	0.00	0%	(8,051.51)
R	01	400	298	467	301	099	401	467	Misc Revenue - YEARBOOK	(10,000.00)	0.00	(327.00)	3%	0.00	3%	(9,673.00)
E	01	400	298	467	301	401	401	467	Supplies - YEARBOOK	10,000.00	0.00	0.00	0%	0.00	0%	10,000.00
467 YEARBOOK										0.00	0.00	7,724.51	0%	0.00	0%	(7,724.51)

Long Prairie-Grey Eagle Student Activity Guideline Period Ending March 31, 2026

Sequence: Group-Sub, O/S

										26AB			% YTD	Remaining		
L	Fd	Org	Pro	Crs	Fin	O/S	Class	Sub	Description	Annual Budget	Period 202609	Year To Date	% YTD	Encumbrances	+ Enc	Balance
469 GIRLS TENNIS																
B	01	401	469				400	469	GIRLS TENNIS	0.00	0.00	(3,122.71)	0%	0.00	0%	3,122.71
R	01	400	298	469	301	099	401	469	Misc Revenue - GIRLS TENN	(2,000.00)	0.00	(470.00)	24%	0.00	24%	(1,530.00)
E	01	400	298	469	301	401	401	469	Supplies - GIRLS TENNIS	2,000.00	0.00	52.50	3%	0.00	3%	1,947.50
469 GIRLS TENNIS										0.00	0.00	(3,540.21)	0%	0.00	0%	3,540.21
470 SECONDARY STUDE																
B	01	401	470				400	470	SECONDARY STUDE	0.00	0.00	(13,090.19)	0%	0.00	0%	13,090.19
R	01	400	298	470	301	099	401	470	Misc Revenue - SECONDAR'	(7,500.00)	(12.43)	(1,154.05)	15%	0.00	15%	(6,345.95)
E	01	400	298	470	301	401	401	470	Supplies - SECONDARY STL	7,500.00	75.00	1,983.57	26%	501.80	33%	5,014.63
470 SECONDARY STUDE										0.00	62.57	(12,260.67)	0%	501.80	0%	11,758.87
473 SOFTBALL																
B	01	401	473				400	473	SOFTBALL	0.00	0.00	(982.09)	0%	0.00	0%	982.09
R	01	400	298	473	301	099	401	473	Misc Revenue - SOFTBALL	0.00	0.00	(1,600.00)	0%	0.00	0%	1,600.00
E	01	400	298	473	301	401	401	473	Supplies - SOFTBALL	0.00	0.00	762.36	0%	0.00	0%	(762.36)
473 SOFTBALL										0.00	0.00	(1,819.73)	0%	0.00	0%	1,819.73
474 BASEBALL																
B	01	401	474				400	474	BASEBALL	0.00	0.00	(0.65)	0%	0.00	0%	0.65
R	01	400	298	474	301	099	401	474	Misc Revenue - BASEBALL	(800.00)	0.00	0.00	0%	0.00	0%	(800.00)
E	01	400	298	474	301	401	401	474	Supplies - BASEBALL	800.00	0.00	0.00	0%	0.00	0%	800.00
474 BASEBALL										0.00	0.00	(0.65)	0%	0.00	0%	0.65
475 FOOTBALL																
B	01	401	475				400	475	FOOTBALL	0.00	0.00	(14,054.29)	0%	0.00	0%	14,054.29
R	01	400	298	475	301	099	401	475	Misc Revenue - FOOTBALL	(10,000.00)	0.00	(5,221.00)	52%	0.00	52%	(4,779.00)
E	01	400	298	475	301	401	401	475	Supplies - FOOTBALL	10,000.00	0.00	8,494.97	85%	0.00	85%	1,505.03
475 FOOTBALL										0.00	0.00	(10,780.32)	0%	0.00	0%	10,780.32
490 CLASS OF 2030																
B	01	401	490				400	490	CLASS OF 2030	0.00	0.00	(2,034.98)	0%	0.00	0%	2,034.98
R	01	400	298	490	301	099	401	490	CLASS OF 2030	(5,700.00)	0.00	(788.50)	14%	0.00	14%	(4,911.50)
E	01	400	298	490	301	401	401	490	CLASS OF 2030	5,700.00	0.00	1,869.12	33%	0.00	33%	3,830.88
490 CLASS OF 2030										0.00	0.00	(954.36)	0%	0.00	0%	954.36
491 CLASS OF 2021																
R	01	400	298	491	301	099	401	491	Misc Revenue - CLASS OF 2	(10,000.00)	0.00	(888.50)	9%	0.00	9%	(9,111.50)
E	01	400	298	491	301	401	401	491	Supplies - CLASS OF 2031	10,000.00	0.00	0.00	0%	0.00	0%	10,000.00
491 CLASS OF 2021										0.00	0.00	(888.50)	0%	0.00	0%	888.50

Long Prairie-Grey Eagle Student Activity Guideline Period Ending March 31, 2026

Sequence: Group-Sub, O/S

										26AB			% YTD	Remaining		
L	Fd	Org	Pro	Cr	Fin	O/S	Class	Sub	Description	Annual Budget	Period 202609	Year To Date	% YTD	Encumbrances	+ Enc	Balance
									492 CLASS OF 2022							
R	01	400	298	492	301	099	401	492	Misc Revenue - CLASS OF 2022	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
									492 CLASS OF 2022	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
									493 CLASS OF 2023							
R	01	400	298	493	301	099	401	493	Misc Revenue - CLASS OF 2023	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
									493 CLASS OF 2023	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
									494 CLASS OF 2024							
R	01	400	298	494	301	099	401	494	Misc Revenue - CLASS OF 2024	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
									494 CLASS OF 2024	(100.00)	0.00	0.00	0%	0.00	0%	(100.00)
									495 CLASS OF 2025							
B	01	401	495				400	495	CLASS OF 2025	0.00	0.00	(2,402.36)	0%	0.00	0%	2,402.36
R	01	400	298	495	301	099	401	495	Misc Revenue - CLASS OF 2025	(5,000.00)	0.00	0.00	0%	0.00	0%	(5,000.00)
E	01	400	298	495	301	401	401	495	Supplies - CLASS OF 2025	0.00	0.00	2,402.36	0%	0.00	0%	(2,402.36)
									495 CLASS OF 2025	(5,000.00)	0.00	0.00	0%	0.00	0%	(5,000.00)
									496 CLASS OF 2026							
B	01	401	496				400	496	CLASS OF 2026	0.00	0.00	(3,345.78)	0%	0.00	0%	3,345.78
R	01	400	298	496	301	099	401	496	Misc Revenue - CLASS OF 2026	0.00	0.00	(300.00)	0%	0.00	0%	300.00
E	01	400	298	496	301	401	401	496	Supplies - CLASS OF 2026	5,000.00	0.00	150.00	3%	0.00	3%	4,850.00
									496 CLASS OF 2026	5,000.00	0.00	(3,495.78)	(70%)	0.00	(70%)	8,495.78
									497 CLASS OF 2027							
B	01	401	497				400	497	CLASS OF 2027	0.00	0.00	(8,047.53)	0%	0.00	0%	8,047.53
R	01	400	298	497	301	099	401	497	Misc Revenue - CLASS OF 2027	0.00	0.00	(2,845.00)	0%	0.00	0%	2,845.00
E	01	400	298	497	301	401	401	497	Supplies - CLASS OF 2027	100.00	0.00	1,570.17	1570%	1,985.09	3555%	(3,455.26)
									497 CLASS OF 2027	100.00	0.00	(9,322.36)	(9322%)	1,985.09	(7337%)	7,437.27
									498 CLASS OF 2028							
B	01	401	498				400	498	CLASS OF 2028	0.00	0.00	(3,025.15)	0%	0.00	0%	3,025.15
R	01	400	298	498	301	099	401	498	Misc Revenue - CLASS OF 2028	0.00	0.00	(600.00)	0%	0.00	0%	600.00
E	01	400	298	498	301	401	401	498	Supplies - CLASS OF 2028	100.00	0.00	0.00	0%	0.00	0%	100.00
									498 CLASS OF 2028	100.00	0.00	(3,625.15)	(3625%)	0.00	(3625%)	3,725.15
									499 CLASS OF 2029							
B	01	401	499				400	499	CLASS OF 2029	0.00	0.00	(1,849.23)	0%	0.00	0%	1,849.23
E	01	400	298	499	301	401	401	499	Supplies - CLASS OF 2029	100.00	0.00	0.00	0%	0.00	0%	100.00
									499 CLASS OF 2029	100.00	0.00	(1,849.23)	(1849%)	0.00	(1849%)	1,949.23
Report Totals:										(5,000.00)	2,026.02	(215,279.01)	4306%	9,803.63	4110%	200,475.38

PERMISSION TO ENTER AND LEASE PREMISES OF LONG PRAIRIE SPORTSMANS CLUB

This License and Lease Agreement, made and entered into effective as of the 7th day of March, 2026 (the “Effective Date”), by and between Long Prairie Sportsman’s Club, A non-profit club, B and B Assets, LLC (A Limited Legal Corporation registered in Minnesota) and Long Prairie School District, Long Prairie MN (“Licensee”).

RECITALS

A. B and B Assets LLC is the owner or lessee of certain real estate located in Long Prairie, Todd County, State of Minnesota, which is part of Long Prairie Sportsman’s Club (the “Premises”).

B. Licensee desires and has requested to enter upon the Premises for the express and sole purpose in training student athletes the fundamentals and principles of shooting sports at Long Prairie Sportsman’s Club trap ranges/facility.

C. B and B Assets and Long Prairie Sportsman’s Club is willing to extend such permission and courtesy, provided Licensee performs under certain conditions and limitations set forth in this License and Lease.

AGREEMENTS

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are acknowledged, the parties, intending to be legally bound, agree as follows:

1. B and B Assets and Long Prairie Sportsman’s Club gives Licensee the right and privilege of entering the Premises for the sole Purpose and no others. Licensee may perform the activities associated with the Purpose at the shooting range for firearms training, fundamentals of shooting sports.
2. All individuals entering premises are to acknowledge the License and Lease agreement by completing the standard Long Prairie Sportsman’s Club membership form offered exclusively to students and parents of sanctioned Long Prairie/Grey Eagle Public School activities. Fee’s for Long Prairie school is \$200.00 for parents/coaches and students per calendar year (Jan 1, 2026-December 31, 2026). A roster of the individuals who are shooting will be required.
3. All individuals are to strictly adhere to gun safety rules as follows: recognizes the potential dangers associated with firearms and hereby agrees to release the club and B and B Assets from any and all liability by any negligent act causing injury, death, or property damage by the undersigned or other members. Safety attire/equipment is mandatory (i.e. hearing protection, eye protection).
Undersigned agrees to obey all range signage, fire down range only, be sure of backstop, and to treat all firearms as if they were loaded.
4. Prior to enter, all liability insurance from licensee shall be presented to club to be filed with lease.
5. Trap Machine equipment is owned by Long Prairie-Grey Eagle School District and shall be insured under Long Prairie Sportsman’s Club commercial property coverage policies as equipment shall be installed on club premises.

SIGNED AND ACKNOWLEDGED
IN THE PRESENCE OF:

(Witness #1)

(Witness #2)

SIGNED AND ACKNOWLEDGED
IN THE PRESENCE OF:

Chris J. Dalton
(Witness #1)

(Witness #2)

Long Prairie Sportsman's Club.
(B and B Assets, LLC)

By: _____

Printed Name: _____

Title: _____

(Licensee)

By: *Daniel Ludvigson*

Printed Name: *Daniel Ludvigson*

Title: *Superintendent*



March 16, 2026
Activities Board Report

Thank You:

- LP Lions Club: \$12,000 Donation to Activities Department

Congrats To:

- Wrestling Team Members & State Finishes:
 - Hunter Katterhagen: #121 → 4th Place State Finish
 - Brodie Pachan: #139 → 4th Place Finish
 - Top 8 Finishes:
 - Hayden Hiebert: #107
 - Logan Thom: #172
 - Olivia Browen: #118

Guest Speaker:

- Charlie Stier—Head Golf Coach
 - Discussing splitting cost of transportation for golf meets.

Spring Sport Start Dates:

- Softball & Track: March 9
- Baseball & Golf: March 16

Coaching Recommendations

- Mitch Johnson—Head Baseball
- Alison Triebenbach – Volunteer Track Coach
- Mikayla Jasmer—Volunteer Track Coach
- Nate Hibbs—Volunteer Track Coach
- Tim Otremba—Volunteer Track Coach

Coaching Resignations:

- N/A

Open Coaching Positions:

- JH Baseball x1

Brad Evenson



March 2026

Facilities Rental Review

As a district, we continue to experience steady growth in facility rentals. Due to this growth, Daniel, Kelsey, and I have begun discussing the need to review and update our facility rental pricing and policies. With increased use of our gyms, classrooms, and community spaces comes a corresponding rise in custodial hours, cleaning supplies, utilities, and general wear and tear on our buildings. Evaluating and potentially adjusting our rental structure would help ensure that additional revenue more accurately offsets these rising operational costs and supports the long-term care and sustainability of our facilities. As part of this future endeavor, we also anticipate clarifying scheduling procedures, supervision requirements, custodial support expectations, insurance verification, and overall facility use guidelines to promote consistency, transparency, and responsible stewardship of district resources. We also see this as an optimal time, as both our Community Education and Athletic programs are implementing new management software. Our goal is to continue providing access to our facilities while maintaining safe, clean, and well-maintained spaces for students and community members alike.

2026 Summer Community Education Brochure Release

The 2026 Summer Community Education Brochure has been submitted to the printer and will be distributed during the second week of April following the Easter holiday. This timeline reflects a full month earlier release that we started last year. The adjustment was made in response to community feedback, allowing families additional time to plan summer schedules, coordinate childcare, and register for programs. Earlier distribution also supports stronger program enrollment projections and staffing preparation.

Preschool Open House Success

Long Prairie-Grey Eagle Community Education hosted its annual LPGE Preschool Open House on Tuesday, March 10. The event provided families with the opportunity to meet teaching staff, tour classrooms, learn about curriculum and daily routines, and complete enrollment for the upcoming school year. Early childhood education plays a critical role in long-term academic success, with research consistently showing that high-quality preschool programming strengthens kindergarten readiness, early literacy, and social-emotional development. We are pleased to report that more than 40 children are already enrolled for next year's preschool program — a strong indicator of community trust and sustained interest in our early learning opportunities.

Summer Recreation Staffing and Training

We are currently in the process of hiring seasonal staff and coaches for our 2026 summer recreation programs. To further strengthen program quality and supervision standards, all summer youth employees will participate in a required at-work seminar during the first week of June. This professional development session will cover best practices in youth engagement, employment expectations, workplace conduct, child safety, and leadership skill-building. Investing in structured training for youth staff not only increases program consistency and safety but also supports workforce readiness and leadership development for our student employees.

Community members interested in contributing to our summer youth programs are encouraged to contact the LPGE Community Education Office for more information.

Integration and Achievement Grant Plan Submitted

This month's consent agenda included the initial submission of the three-year Integration and Achievement Grant. Here are some reasons a three-year plan is required to be submitted.

The intent of a three-year planning cycle, as outlined in statute and Minnesota Department of Education guidance, is to ensure that Achievement and Integration efforts:

1. Are Strategic and Sustained

Closing achievement gaps and promoting integration are long-term goals that cannot be achieved with short-term or isolated actions. A three-year plan allows the district to set thoughtful goals, monitor progress over time, and adapt strategies as needed.

2. Are Based on Local Data and Community Input

Districts must use local achievement and demographic data when establishing goals and strategies, and must gather input from community stakeholders — including councils or advisory groups — to ensure that the plan reflects community priorities and perspectives.

3. Include Clear, Measurable Goals and Indicators

Each plan includes measurable goals for reducing disparities in academic performance and increasing integration, along with Key Indicators of Progress that allow the district and the state to track progress annually.

4. Provide Accountability and Continuous Improvement

MDE reviews each district's plan for approval and monitors progress throughout the three-year cycle. If goals are not met, districts may be guided through a continuous improvement process that adjusts strategies and resources to better meet student needs.

The four key elements of the Minnesota State Statute that make this grant available are as follows:

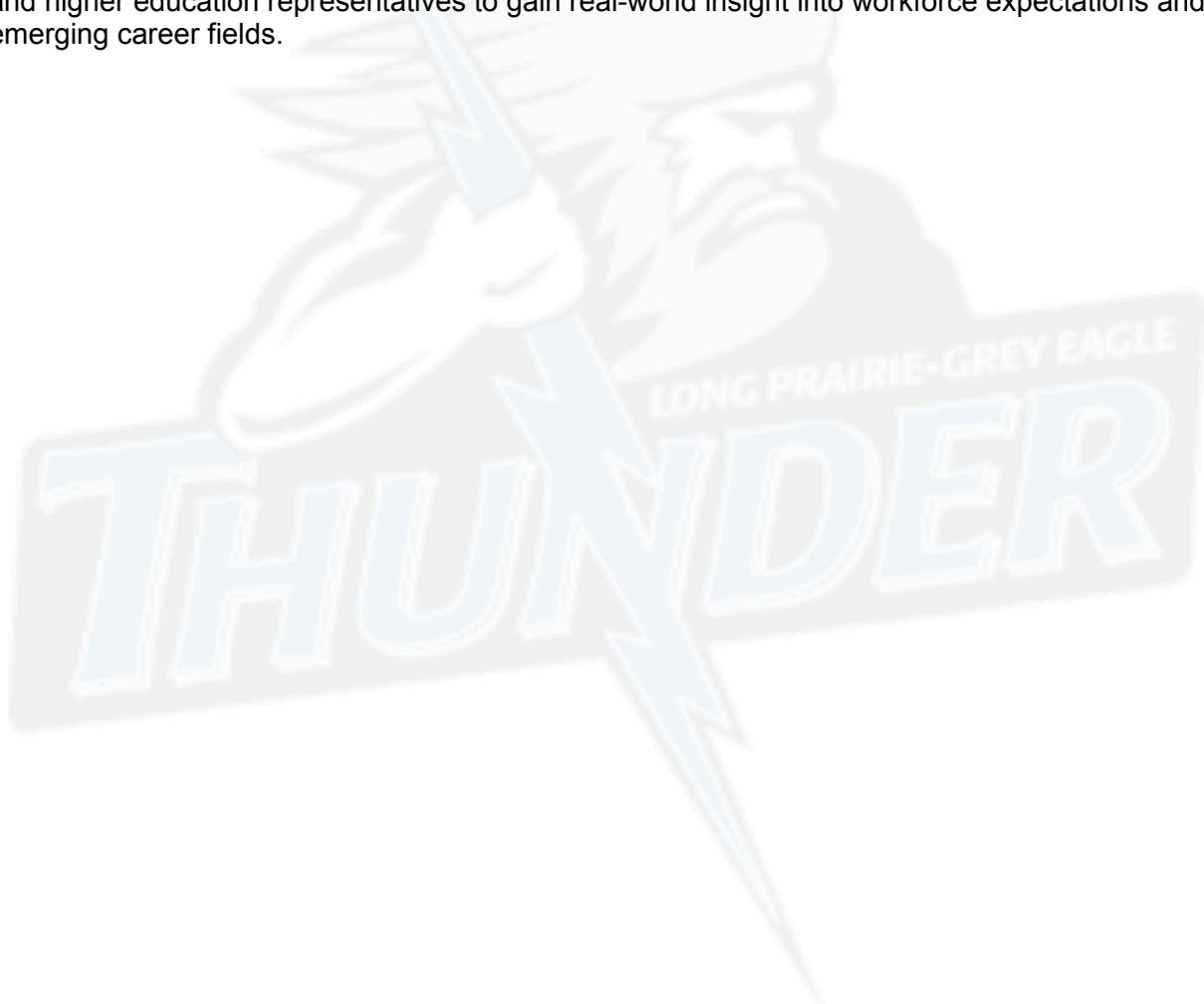
- Pursue racial and economic integration in schools,
- Increase student academic achievement,
- Create equitable educational opportunities, and

- Reduce academic disparities based on racial, ethnic, and economic backgrounds.

The statute defines eligible districts as those required to file a plan either independently or through a multidistrict collaborative, and it requires that districts use A&I revenue to support integrated learning environments and equitable access to effective and diverse teachers.

Career Fair Invitation

A reminder that the LPGE Career and College Fair is taking place on Friday, March 27th, 2026 from 8:15 to 10:15. On behalf of the Career Fair Committee, we would like to invite you to attend. The Career Fair reflects our district's commitment to college and career readiness and aligns with our strategic goals of preparing students for success beyond graduation. Students will engage directly with business leaders, skilled trades professionals, service organizations, and higher education representatives to gain real-world insight into workforce expectations and emerging career fields.



Achievement and Integration Plan July 1, 2026 to June 30, 2029

**District ISD# and Name: ISD 2753 Long Prairie
Grey Eagle Schools**

District Integration Status: Racially Isolated District
(RI)

Superintendent: Daniel Ludvigson

Phone: 320-357-3605

Email: dludvigson@lpge.k12.mn.us

Plan submitted by: Brad Evenson

Title: Federal and State Grants Director

Phone: 320-357-3613

Email: bevenson@lpge.k12.mn.us

Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. **Melrose** RI - Racially Isolated
2. **Sauk Centre A** - Adjoining
5. **Belgrade Brooten Elrosa – Adjoining**
6. **Paynesville- Adjoining**
3. **Osakis A** - Adjoining
4. **Albany A** - Adjoining

Provide the name of your integration collaborative if you have one: **Lake Wobegon Collaborative**

Racially Identifiable Schools within District- **N/A**

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Daniel Ludvigson

Signature: Daniel Ludvigson

Date Signed: 3/9/26

School Board Chair: Linda Gohman

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Nikki Linscheid	Sauk Center Public Schools	linscheid@isd743.org
Lindsay Kugel	Osakis Public Schools	lkugel@osakis.k12.mn.us
Michelle Herickhoff	Belgrade Brooten Elrosa School	mherickoff@bbe.jaguars.com
Cassie Akerson	Paynesville Schools	cakerson@isd741.org
Wendy Barrut	Melrose Public Schools	wbarrut@isd740.org
Tyler LaBorne	Albany Area Schools	tlabonne@district745.org
Jen Houdek	Long Prairie-Grey Eagle Schools	jhoudek@lpge.k12.mn.us
Chantel Panek	Long Prairie-Grey Eagle Schools	cpanek@lpge.k12.mn.us

Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Between fall 2027 and spring 2029 increase groups of Lake Wobegon Collaborative students' cultural competency each year by an average of 2 cultural competency self-awareness points per student as measured by the LaCrosse Consortium Cultural Competence Self-Awareness Checklist.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and #1- Lake Wobegon Middle and High School Cultural Competency Groups

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Students from the Lake Wobegon Collaborative will have student-centered activities to increase cultural awareness among a group of middle school and high school students. They will meet bi-monthly to do cultural activities together at the school locations as indicated below. The meeting will be 1 hour in length. Each school in the collaborative will take turns in planning and preparing the activities. The types of activities students will do include cultural speakers, interviews with elders from the community, cultural dance, cultural cooking, and cultural music activities. Each school in the Lake Wobegon Collaborative will take turns designing cultural activities for the monthly cultural competency group. These will be student-centered, designed by students in order to empower them and enhance their learning. These activities will be designed to increase students' understanding of their own culture and the culture of other students attending. Students will learn from and with each other. More specifically, each activity will be designed, implemented, and assessed for increases in following student outcomes: value for racial or cultural diversity, understanding of their own culture, ability and appreciation for sharing their own culture, awareness of areas of discomfort, ability to recognize and check biased assumptions, ability to recognize and challenge stereotypes, ability to reflect on how culture informs their judgement, ability to accept ambiguity, level of curiosity. We will actively recruit and support participation of students from all racial, ethnic, and economic backgrounds. Students from each of Melrose's and Long Prairie Grey Eagle's adjoining A&I districts will actively encourage and support registration and attendance of their students.

We will use the LaCrosse Consortium Cultural Competence Self-Awareness Checklist to assess student's increased cultural awareness. The LaCrosse Consortium Cultural Competence Self-Awareness Checklist will be given to students at the first meeting and again at the last meeting of the year. All students will be scored and an average increase of 2 points will be expected per group per year. Each year there will/maybe new students entering the program and the test will be given each year. Expected Student outcomes are: value for racial or cultural diversity, understanding of their own culture, ability and appreciation for sharing their own culture, awareness of areas of discomfort, ability to recognize and check biased assumptions, ability to recognize and challenge stereotypes, ability to reflect on how culture informs their judgement, ability to accept ambiguity, level of curiosity.

Location of services: In person and online. Each district will take turns hosting on a quarterly basis.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Lake Wobegon Collaborative students' cultural competency each year by an average of 2 cultural competency self-awareness points per student as measured by the LaCrosse Consortium Cultural Competence Self-Awareness Checklist.	+2	+2	+2
Percentage of students of color and American Indian Students participating at each meeting.	53%	55%	57%
To reach a 100% effectiveness rating in each goal area on the End of the Year Cultural Awareness Survey which is given to each student that participates in the program.	85%	90%	95%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Based on the applications to Post-Secondary Education, and the Accuplacer LPGE will increase the number of Hispanic students who apply for post-secondary education from 39% in 2026 to 55% in 2029.

Goal type: Achievement Disparity

Strategy Name and #1- Bi-lingual Specialists for Academic and Cultural Support

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.*

Bilingual Specialists for Academic and Cultural Support Program

Long Prairie-Grey Eagle (LPGE) Schools will implement a **Bilingual Specialists for Academic and Cultural Support Program** designed to strengthen academic achievement and provide meaningful cultural connection for students, with targeted support for our Hispanic subgroup. This program enhances classroom instruction by providing bilingual academic support staff who work directly alongside teachers and students during the instructional day.

Program Design and Services

Paraprofessionals will deliver direct, in-class support within specific academic content areas. Their primary role is to help students understand the academic language embedded within the LPGE curriculum and instructional materials. By clarifying vocabulary, directions, and key concepts in both English and Spanish, support staff bridge language gaps and ensure students can fully access grade-level content.

Support is differentiated and responsive to individual student needs. Bilingual specialists work with students one-on-one or in small groups to reinforce concepts, pre-teach or re-teach skills, and provide real-time clarification during lessons. This integrated approach allows students to remain engaged in core instruction while receiving targeted assistance. In addition, bilingual staff serve as cultural liaisons, helping foster a welcoming and inclusive learning environment that values students' linguistic and cultural backgrounds.

Student Selection Criteria

Students will be selected for participation based on multiple data points to ensure services are targeted and equitable.

Selection criteria may include:

- English language proficiency assessment results
- MCA or local benchmark assessment data
- FAST or other universal screening data
- Classroom performance and teacher recommendations
- Academic language needs identified through formative assessments

Priority will be given to students within the Hispanic subgroup who demonstrate academic language barriers that impact access to grade-level content. The selection process will be collaborative and reviewed regularly to adjust services as student needs change.

Intended Student Outcomes

The program is designed to produce measurable academic and engagement outcomes, including:

- Increased proficiency in academic vocabulary and content-specific language
- Improved classroom participation and confidence
- Growth on local benchmark assessments and state assessments
- Increased rates of grade-level proficiency in reading and math
- Strengthened home-school communication and family engagement

Program Assessment and Evaluation

Program effectiveness will be evaluated through ongoing progress monitoring and annual review. Data sources will include:

- Student growth on universal screening and benchmark assessments
- State assessment performance trends
- Progress toward English language proficiency goals
- Classroom performance data and teacher feedback
- Attendance and engagement indicators

LPGE administration and instructional leadership teams will review data at regular intervals to determine program impact, identify areas for improvement, and ensure resources are aligned to student needs. Adjustments to staffing, scheduling, or service delivery will be made based on evaluation findings.

Through this structured, data-driven approach, LPGE ensures that bilingual academic and cultural support services are purposeful, measurable, and aligned with the district's commitment to equitable access and high achievement for all students.

Location of services: Long Prairie Grey Eagle Secondary School

Strategy Name and #2- Career and College Fair

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.*

Long Prairie-Grey Eagle (LPGE) Schools host an annual **Career and College Fair** designed to provide students with meaningful exposure to postsecondary pathways and career opportunities while helping them intentionally plan for their future.

Over the course of several weeks, students receive foundational information about a wide range of career fields and college options during their daily advisory periods. These structured advisory sessions introduce students to career clusters, educational requirements, workforce trends, and postsecondary training opportunities. This gradual build-up ensures students are informed and prepared to make thoughtful choices during the fair experience.

During the Career and College Fair, students take an active role in personalizing their experience by selecting five classroom presentation sessions from approximately 35 career fields represented. Local professionals and industry representatives lead these sessions, providing real-world insights into job responsibilities, required education or certifications, salary expectations, workplace skills, and career advancement opportunities.

In addition to career-specific sessions, students participate in a dedicated session focused on postsecondary opportunities. This session includes representatives from colleges, technical schools, and the armed forces, along with more than 15 additional vendors. Students have the opportunity to ask questions, gather materials, and explore admissions requirements, financial aid options, and enlistment pathways.

The learning experience extends beyond the event itself. In the two weeks following the fair, students complete structured coursework designed to solidify their learning and encourage long-term planning. This includes writing future career and educational goals, identifying required milestones, and developing a personalized timeline that serves as a roadmap toward their chosen career path. Students reflect on the education, training, and experiences necessary to achieve their goals and outline actionable next steps for high school and beyond.

Through this comprehensive, multi-week approach, the LPGE Career and College Fair moves beyond a single event and becomes a structured career exploration and planning process. The program empowers students to make informed decisions, connect learning to real-world opportunities, and take ownership of their future success.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Based on the applications to Post-Secondary Education, and the Accuplacer LPGE will increase the number of Hispanic students who apply for post-secondary education from 42% in 2026 to 59% in 2029.	42%	47%	52%
LPGE will reduce the gap between Hispanic and American Indian students in post-secondary and career application rate by 5% each year	23%	18%	13%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: Increase Reading Proficiency of LPGE Hispanic, Haitian and American Indian Students. Between the fall of 2026 and spring of 2029, LPGE will increase the reading proficiency of LPGE Hispanic, Haitian and American Indian students from 23% to 40% based on Fastbridge data.

Goal type: Achievement Disparity

Strategy Name and #1- LPGE Bilingual Literacy Support Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

LPGE’s Literacy Instruction program is designed to strengthen reading achievement through a comprehensive, multi-tiered system of support with targeted strategies to meet the needs of Hispanic students. At the elementary level (K–6), bilingual academic support staff work directly in classrooms to enhance reading instruction by helping Hispanic students access and understand the academic language embedded within the reading curriculum. Support is differentiated based on individual student needs and may occur in whole-group, small-group, or one-on-one settings. Literacy learning objectives are clearly posted and referenced during lessons so students understand the specific academic language functions and skills required to meet grade-level standards. Teachers utilize running records and other formative assessments to monitor progress, gauge the effectiveness of instruction, and better understand individual reading development. An Instructional Coach supports this work by collaborating with teachers through

classroom observations, PLC participation, team collaboration, and professional development. The coach researches and provides high-impact reading and vocabulary strategies, with a focus on approaches that best support Hispanic learners.

At the secondary level (7–12), students identified as at-risk readers—those performing more than 1.5 grade levels below placement—are scheduled into targeted remedial reading courses based on ACCESS and Fastbridge data prior to registration. In grades 7 and 8, instructional sections are expanded from three to four to reduce class size and increase teacher-student interaction, allowing for more personalized literacy support. Additionally, LPGE’s ZAP (Zeros Aren’t Permitted) Program provides structured academic assistance for students who have fallen behind or are failing a core class, ensuring access to teacher support and time to complete essential learning tasks. Collectively, these efforts aim to increase reading proficiency, close achievement gaps, strengthen academic vocabulary, and ensure that all students—particularly Hispanic learners—are equipped with the literacy skills necessary for long-term academic success.

Strategy Name and #2- Jumpstart to Kindergarten Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.*

Goal type: Achievement Disparity

LPGE’s Kindergarten Readiness Program is a three-week summer experience held Monday through Wednesday concurrently with LPGE Elementary Summer School. The program is staffed by two certified kindergarten teachers and two bilingual paraprofessionals who work together to provide structured, supportive learning experiences for incoming kindergarten students. The program is designed to build foundational academic, social, and self-help skills to ensure students enter kindergarten confident and prepared.

Throughout the program, students participate in engaging, developmentally appropriate activities that strengthen early learning skills. Instruction focuses on verbal skills such as reciting their first name and asking an adult for help; listening skills including sitting attentively for a story and following one- and two-step directions; and early literacy skills such as identifying their name in print, writing their first name, and tracing letters and numbers. Students also build foundational math skills, including counting to 10 and identifying basic colors and shapes. In addition, strong emphasis is placed on social and self-regulation development. Students practice taking turns, sharing, walking appropriately in hallways,

following classroom routines, separating from parents with confidence, and using classroom tools such as pencils, crayons, scissors, and glue appropriately.

Enrollment opens in May and closes after kindergarten summer screening at the beginning of June. Priority is given to students demonstrating academic need, those with no previous formal schooling experience, and children from economically disadvantaged backgrounds, with intentional outreach to support LPGE’s Hispanic families.

The intended outcomes of the program are to reduce academic and social-emotional gaps prior to kindergarten entry, increase student comfort and familiarity with the school setting, and decrease racial and economic disparities among incoming students—particularly within LPGE’s Hispanic community. Additionally, the program allows staff to assess students’ individual strengths and needs early, enabling more targeted instructional planning for the upcoming school year.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
LPGE’s Jumpstart to Kindergarten Program, will increase the reading proficiency of Hispanic students by 5% in each year of the 3-year cycle based on the Fastbridge winter data	37%	42%	47%
Increase Reading Proficiency of LPGE Hispanic, Haitian, and American Indian Students. Between the fall of 2026 and spring of 2029, LPGE will increase the reading proficiency of LPGE Hispanic students from 23% to 40% based on Fastbridge data.	35%	40%	45%
LPGE will reduce the gap between Hispanic, Haitian, and American Indian students in post-secondary and career application rate by 7% each year	30%	23%	16%

Goal #4: To increase LPGE students’ learning and equitable access to effective teachers by increasing the percentage of teachers demonstrating knowledge of cultural competencies from 85% in 2026 to 100% in 2029.

Goal type: Teacher Equity

Strategy Name and #1- Professional Development Plan for Diversity Training–LPGE’s 3-year staff development plan includes three specific trainings which are aimed towards increasing teachers’ knowledge of cultural competencies that affect student learning especially amongst the Hispanic subgroup.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Understanding the Background and Cultural Backgrounds and Educational Experiences of LPGE Students

Long Prairie–Grey Eagle Public Schools serves a culturally diverse student population that includes students and families from Central America, Puerto Rico, the Dominican Republic, Haiti, and other Caribbean regions. While many of these students may share the Spanish language or similar migration experiences, they often come from distinct cultural backgrounds with unique traditions, values, communication styles, and educational expectations.

A challenge facing LPGE staff is developing a deeper understanding of the cultural differences between Caribbean Hispanic students and Central American Hispanic students. Without this understanding, educators may unintentionally overlook important cultural perspectives that influence student behavior, communication, and engagement in the classroom.

This professional development initiative is designed to increase staff awareness of these cultural differences and strengthen relationships with students and families. A key component of this training will involve local parents and students participating in a panel discussion to share their perspectives and experiences. Their voices will help staff better understand cultural norms, educational expectations, and strategies that support effective learning for students from these communities.

Goals of the Professional Development

The goals of this professional development program are to:

1. Increase staff awareness of the cultural differences between Caribbean Hispanic and Central American Hispanic communities.
2. Provide educators with insight into the lived experiences of students and families who have immigrated or relocated to the LPGE community.
3. Strengthen communication and relationships between LPGE staff and culturally diverse families.
4. Provide staff with culturally responsive teaching strategies that support student engagement and academic success.
5. Help staff understand the cultural norms of Puerto Rico, the Dominican Republic, and Haiti so they can better support students adjusting to the cultural expectations of their new school environment.

Professional Development Structure

The professional development will consist of three primary components: cultural learning sessions, a community panel discussion, and classroom application strategies.

Session 1: Understanding Cultural Backgrounds and Educational Experiences

The first training session will provide an overview of the cultural backgrounds of students from Central America, Puerto Rico, the Dominican Republic, and Haiti. Staff will learn about family structures, communication styles, cultural values, and educational traditions that may differ from those commonly experienced in U.S. schools.

This session will also address common misconceptions and highlight the diversity that exists within Hispanic and Caribbean communities. Understanding these cultural differences will help staff build stronger relationships with students and avoid assumptions that all Spanish-speaking cultures share the same traditions or expectations.

Session 2: Community Voices Panel

A central component of the professional development will be a panel discussion featuring LPGE parents, community members, and potentially students who represent Caribbean Hispanic and Central American backgrounds.

During the panel, participants will share their experiences with education, migration, and cultural adjustment. Panel members will discuss topics such as:

- Cultural values related to education and respect for teachers
- Differences in communication styles between cultures

- Expectations families have for schools and teachers
- Challenges students may face when adapting to a new school environment
- Ways teachers can help students feel welcomed and supported

Staff will have the opportunity to ask questions and engage in meaningful dialogue with panel participants. This format allows educators to learn directly from the community and develop a deeper understanding of the perspectives and experiences of their students and families.

Session 3: Cultural Norms and Supporting Student Adjustment

This session will focus on helping staff understand specific cultural norms of Puerto Rico, the Dominican Republic, and Haiti. Topics will include family roles, respect and authority, communication patterns, and classroom expectations that students may be familiar with in their home countries.

In addition, staff will learn strategies to help students successfully transition into the cultural expectations of U.S. classrooms while still honoring their cultural identities. These strategies may include:

- Building strong teacher-student relationships
- Providing clear expectations and routines
- Encouraging bilingual communication and cultural pride
- Using culturally relevant examples in instruction
- Supporting students as they navigate two cultural environments

Session 4: Classroom Strategies and Implementation

The final session will focus on practical strategies teachers and paraprofessionals can use in the classroom to support students from Caribbean and Central American backgrounds.

Staff will collaborate to identify instructional strategies that improve engagement and academic success. Topics will include:

- Culturally responsive teaching practices
- Supporting English language development
- Encouraging family engagement
- Recognizing cultural strengths students bring to the classroom
- Building inclusive classroom environments

Teachers and paraprofessionals will also have the opportunity to reflect on how they can incorporate the information learned throughout the training into their daily classroom practices.

Through this professional development initiative, LPGE staff will:

- Gain a deeper understanding of the cultural differences between Caribbean Hispanic and Central American Hispanic students.
- Build stronger relationships with students and families from diverse cultural backgrounds.
- Develop culturally responsive teaching practices that support student engagement and learning.
- Improve communication and trust between school staff and families.
- Create more inclusive classroom environments where students feel respected, understood, and supported.

Strategy Name and #2- Trauma Informed and Culturally Responsive Practices for Supporting Immigrant and Diverse Students

LPGE's 3-year staff development plan includes three specific trainings which are aimed towards increasing teachers' knowledge of cultural competencies that affect student learning especially amongst the Hispanic subgroup.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Trauma Informed and Culturally Responsive Practices for Supporting Immigrant and Diverse Students

Long Prairie–Grey Eagle Public Schools continues to experience an increase in the cultural diversity of its student population. A growing number of students and families in the district have immigrated or relocated from regions including Central Mexico, Haiti, and the Pacific Islands. These students bring valuable cultural and linguistic strengths to our school community; however, many may also face challenges related to immigration, cultural adjustment, language acquisition, and exposure to traumatic experiences.

The purpose of this proposal is to implement a professional development program designed to equip teachers and paraprofessionals with the knowledge and tools necessary to support students through trauma-informed and culturally responsive classroom practices. By increasing staff understanding of trauma and cultural diversity, the district aims to create safe, inclusive, and supportive learning environments where all students can succeed academically and socially.

Statement of Need

Students who have immigrated or relocated from other countries often encounter significant transitions when entering a new school system. These transitions may include language barriers, cultural differences, family separation, economic challenges, or experiences related to migration or natural disasters. Such experiences can contribute to stress or trauma that may affect student behavior, emotional well-being, and academic performance.

Educators and paraprofessionals play a critical role in recognizing these challenges and responding appropriately. Without adequate training, staff may misinterpret trauma-related behaviors as discipline issues rather than stress responses. Professional development focused on trauma-informed practices and cultural awareness will provide staff with strategies to better support students, build trusting relationships, and create classroom environments that promote emotional safety and engagement.

This training aligns with the district’s commitment to equity, student well-being, and culturally responsive teaching practices.

Program Goals and Objectives

The goals of this professional development initiative are to:

1. **Increase staff understanding of trauma and its impact on learning and behavior.**
2. **Build cultural awareness related to students from Central Mexico, Haiti, and Pacific Island communities.**
3. **Provide educators with trauma-informed classroom strategies that promote safety, consistency, and emotional regulation.**
4. **Improve staff capacity to respond to challenging behaviors through supportive and restorative approaches.**
5. **Strengthen communication and partnerships between school staff and culturally diverse families.**

Program Description

The proposed professional development will consist of a series of training sessions for teachers and paraprofessionals throughout the school year. The training will focus on trauma-informed educational practices combined with culturally responsive teaching strategies.

The program will include four structured training sessions designed to build knowledge and provide practical classroom applications.

Session 1: Understanding Trauma and Its Impact on Students

This session will introduce the foundations of trauma-informed education. Participants will learn how trauma can impact

brain development, emotional regulation, and academic performance. Staff will also learn how trauma-related behaviors may appear in the classroom and how educators can respond with empathy and support.

Session 2: Cultural Awareness and Cultural Responsiveness

This session will provide an overview of cultural values, traditions, and educational perspectives common among students from Central Mexico, Haiti, and Pacific Island communities. The goal is to increase staff cultural competence and reduce misunderstandings that may arise from cultural differences.

Session 3: Trauma-Informed Classroom Strategies

Participants will learn practical strategies to create classroom environments that support students who have experienced trauma. Topics will include establishing predictable routines, implementing positive behavior supports, building student relationships, incorporating calming strategies, and responding effectively to emotional escalation.

Session 4: Family Engagement and Building Trust with Diverse Communities

This session will focus on strengthening communication and partnerships with families from diverse cultural and linguistic backgrounds. Staff will learn strategies for working with interpreters, engaging families in meaningful ways, and creating welcoming school environments for all families.

Each session will include interactive discussions, case studies, and opportunities for staff to reflect on their current practices.

Expected Outcomes

Through participation in this professional development program, teachers and paraprofessionals will:

- Develop a stronger understanding of trauma and its influence on student learning and behavior.
- Increase cultural awareness and sensitivity toward diverse student populations.
- Implement trauma-informed classroom strategies that promote emotional safety and engagement.
- Build stronger relationships with students and families from diverse cultural backgrounds.
- Create classroom environments that foster belonging, respect, and academic success.

Ultimately, the program will support improved student engagement, stronger relationships between staff and students, and a more inclusive school climate.

Evaluation Plan

The effectiveness of the professional development program will be evaluated through:

- Staff feedback surveys following each training session
- Reflection discussions during professional learning community meetings
- Observations of classroom practices
- Monitoring student engagement and behavior trends

The district will use this feedback to refine future training and ensure continued support for staff.

Strategy Name and #3- WIDA Self-Paced Online Classes -LPGE's 3-year staff development plan includes three specific trainings which are aimed towards increasing teachers' knowledge of cultural competencies that affect student learning especially amongst the Hispanic subgroup.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Long Prairie–Grey Eagle Public Schools is committed to strengthening instructional practices for multilingual learners, including English Learners (ELs), Long-Term English Learners (LTELs), and newcomer students. To build staff capacity in language development and culturally responsive instruction, LPGE will implement a structured professional development plan utilizing self-paced courses offered through the WIDA Consortium.

This plan allows teachers and paraprofessionals to engage in flexible, job-embedded learning while ensuring accountability, collaboration, and classroom application. The selected WIDA courses focus on strengthening reading comprehension, supporting long-term English learners, making academic language visible, promoting newcomer success, and implementing the WIDA English Language **Development (ELD) Standards Framework**.

1. Strengthen staff understanding of language development across content areas.
2. Improve reading comprehension outcomes for multilingual learners.
3. Increase staff capacity to support Long-Term English Learners (LTELs).
4. Enhance instructional practices for newcomer students.
5. Ensure district-wide alignment with the WIDA ELD Standards Framework.

Courses Included in the Plan

The following self-paced WIDA courses will be implemented:

1. **Reading Comprehension Across Content Areas**
2. **Reframing Education for Long-Term English Learners**
3. **Making Language Visible in the Classroom**
4. **Newcomers: Promoting Success through Strengthening Practice**
5. **The WIDA ELD Standards Framework**

Each course includes research-based content, reflection opportunities, and classroom application strategies.

Implementation Structure

Phase 1: Orientation and Expectations (Fall 2026)

Staff will attend a kickoff meeting introducing:

- The purpose and goals of the PD initiative
- Expectations for course completion
- Timelines and accountability structures
- Connections to district literacy and equity goals

Participants will develop individual learning plans outlining when they will complete each course.

Phase 2: Course Completion and Application (2026–2028)

Courses will be completed over a two-year cycle to allow for meaningful implementation.

Year 1 Focus

- *The WIDA ELD Standards Framework*
- *Making Language Visible in the Classroom*
- *Reading Comprehension Across Content Areas*

Application Expectations:

- Teachers will implement at least one language objective per week aligned to content standards.
- Staff will integrate explicit vocabulary instruction and academic discourse strategies.
- Participants will share examples of student work demonstrating language growth.

Year 2 Focus

- *Reframing Education for Long-Term English Learners*
- *Newcomers: Promoting Success through Strengthening Practice*

Application Expectations:

- Staff will identify LTEL students and implement targeted instructional supports.
- Teachers will develop structured supports for newcomer students (visual scaffolds, peer supports, language routines).
- Staff will refine reading and writing supports aligned to WIDA proficiency levels.

Collaborative Learning Component

Although courses are self-paced, collaboration is essential. LPGE will incorporate:

- Quarterly Professional Learning Community (PLC) meetings focused on WIDA implementation
- Structured reflection protocols
- Classroom strategy sharing sessions
- Instructional coaching cycles for language-focused feedback

Participants will document implementation strategies and reflect on student outcomes.

Accountability and Monitoring

- Course completion certificates will be submitted to administration.
- Staff will complete implementation reflections after each course.
- Administrators and instructional coaches will conduct walkthroughs focused on:
 - Language objectives posted and referenced
 - Academic vocabulary supports
 - Student discourse opportunities
 - Differentiated scaffolding for EL proficiency levels

Student growth will be monitored through:

- WIDA ACCESS scores
- Local reading assessments
- MCA reading proficiency data
- Classroom formative assessments

Expected Outcomes

By the end of the implementation period, LPGE expects:

- Increased teacher confidence in supporting multilingual learners
- Improved alignment to the WIDA ELD Standards Framework
- Stronger reading comprehension performance among ELs
- Reduced achievement gaps between ELs and non-EL peers
- More consistent instructional language supports across content areas
- Improved outcomes for newcomer and long-term English learner populations

Evaluation Plan

The effectiveness of this professional development initiative will be measured through:

1. Course completion rates
2. Staff surveys on confidence and instructional practice changes
3. Classroom walkthrough data
4. Student language proficiency growth (WIDA ACCESS)
5. Reading proficiency trend data (local and state assessments)

Annual reports will summarize progress and guide future adjustments.

Sustainability Plan

To ensure long-term impact:

- New staff will be required to complete foundational WIDA coursework.
- WIDA strategies will be embedded into district curriculum planning processes.
- Language objectives will become a standard component of lesson planning.
- Ongoing coaching and refresher workshops will be offered annually.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Long Prairie-Grey Eagle School will increase the percentage of teachers demonstrating knowledge of their students' cultural competencies from 85% in 2026 to 100% in 2029.	85%	92%	100%
Long Prairie-Grey Eagle will increase the percentage of teachers demonstrating knowledge of individual students Saebrs scores in Trauma related areas from	45%	60%%	75%
Long Prairie-Grey Eagle educational staff will increase language-based strategies in their teaching as observed through classroom walk throughs by 10% each year.	60%	70%	80%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). **The Long Prairie-Grey Eagle School District Achievement and Integration Plan creates efficiencies by enabling LPGE and our Lake Wobegon Multidistrict Collaborative to jointly plan and implement opportunities for student learning, interaction, and growth. This plan allows for an intentional focus on achievement gaps within the LPGE School District and allows for an intentional focus on success for our students who may be falling through the cracks. Efficiencies are created through linking the Achievement and Integration Grant to the LPGE School District's World's Best Work Force and LPGE's district-wide professional development plans to improve math and literacy instruction. By supplementing each of these areas, LPGE and Lake Wobegon avoid program duplication while increasing efficiencies and effectiveness. The LPGE specific plan was created by District Stakeholders Committee which vetted the program to ensure that the program was original and not duplicated. The stakeholders committee is made up of students, staff (including teachers), administration, parents, and community leaders.**

N/A Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: Enter text here.

RIS Name: Enter text here.

Program Contact: Enter name.

Phone: Enter phone number.

Email: Enter email.

RIS Plan Input

Districts with **Racially Identifiable Schools (RIS)** are required to convene a Community Collaboration Council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number

Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Enter text here.

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Enter SMART goal here.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

LPGE Technology Board Report

March 15th, 2026

Update for March:

Skyward: Things are still progressing as planned. Everyone is putting in many hours to make this successful.

I just returned from the Brainstorm Conference in Wisconsin. This conference is dedicated to only K-12 technology professionals. It was an excellent opportunity to network with other school technology professionals. I was able to attend many sessions. Some of those include; AI in education, how AI can help in a small school technology department, and useful free tools to use to help out small schools. The vendor show was amazing. They have over 160 vendors even from our area to talk to about new technology. I thank the school for allowing me to go to this conference, as it's an important part of keeping up with technology in education.

We have made a decision to go with SentinelOne to protect our network from cyber attacks. We are hoping to have this installed and running by the end of March.

We have added a new copier to the Elementary school office. We were having issues with the copier that we leased, as it was not sized correctly for our needs. This is a welcome change in the office. Hopefully, this solves many frustrating problems we have been having with printing. We moved the older office copier down to the workroom. This will also help some of the workload on that machine in that area. Since we were in the middle of our copier lease, Marco was able to adjust some numbers to only increase our payment by about \$45 a month.

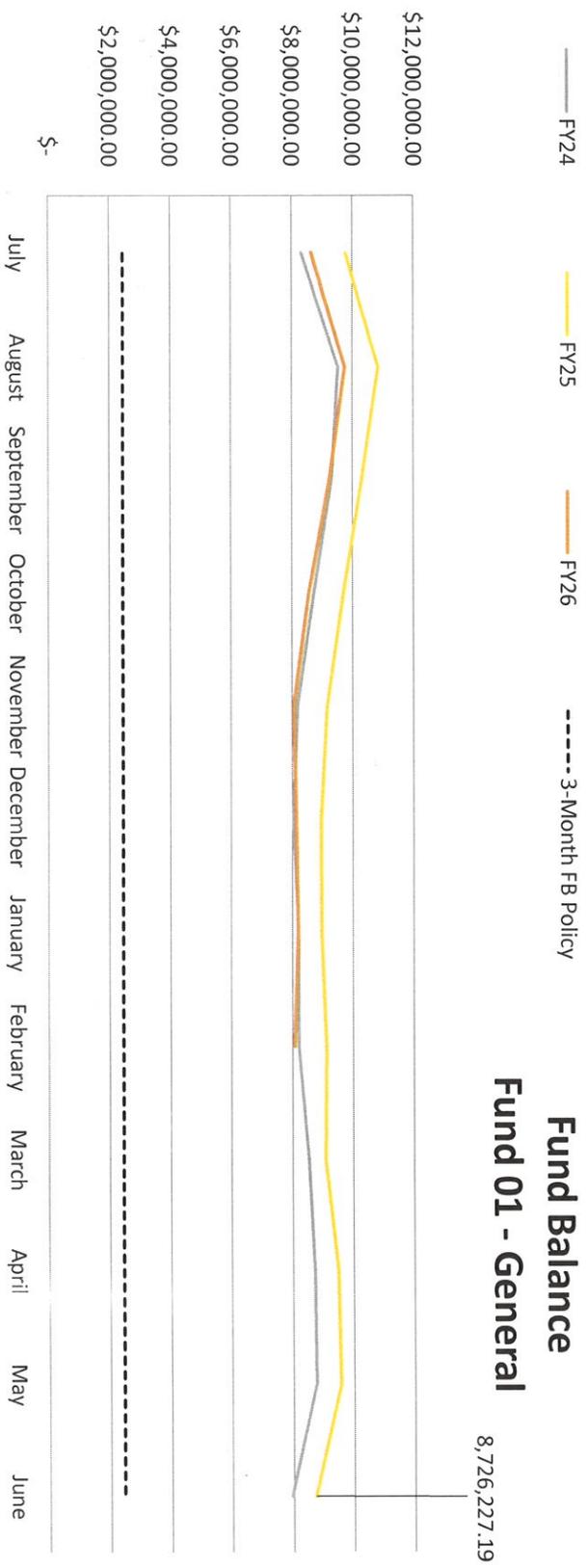
Skyler also worked with Ms. Paurus to get the Bound credit card readers up and running. Their debut went very well. We are planning to fully switch over to Bound by the next school year. This will give easier registration for activities and better payment options for our community.

Mitchell Ganske
LPGE Technology Director



LONG PRAIRIE-GREY EAGLE SCHOOL #2753

Fund Balance Report - February 28, 2026



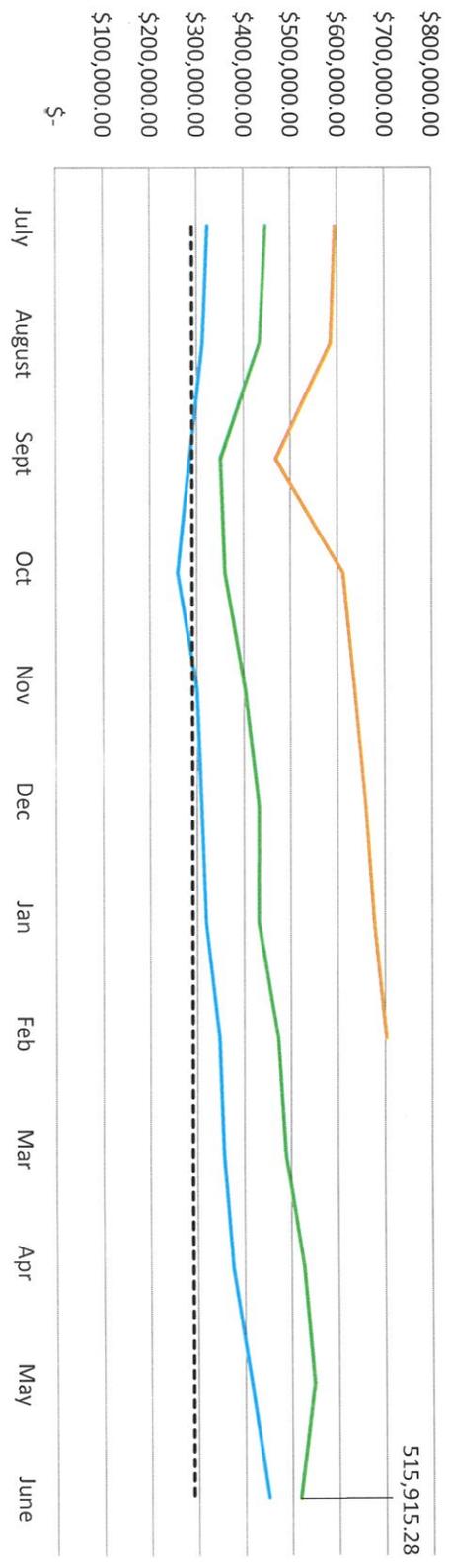


LONG PRAIRIE-GREY EAGLE SCHOOL #2753

Fund Balance Report - February 28, 2026



— FY24 — FY25 — FY26 - - - - - 3-Month FB Policy
Fund Balance
Fund 02 - Food Service





LONG PRAIRIE-GREY EAGLE SCHOOL #2753

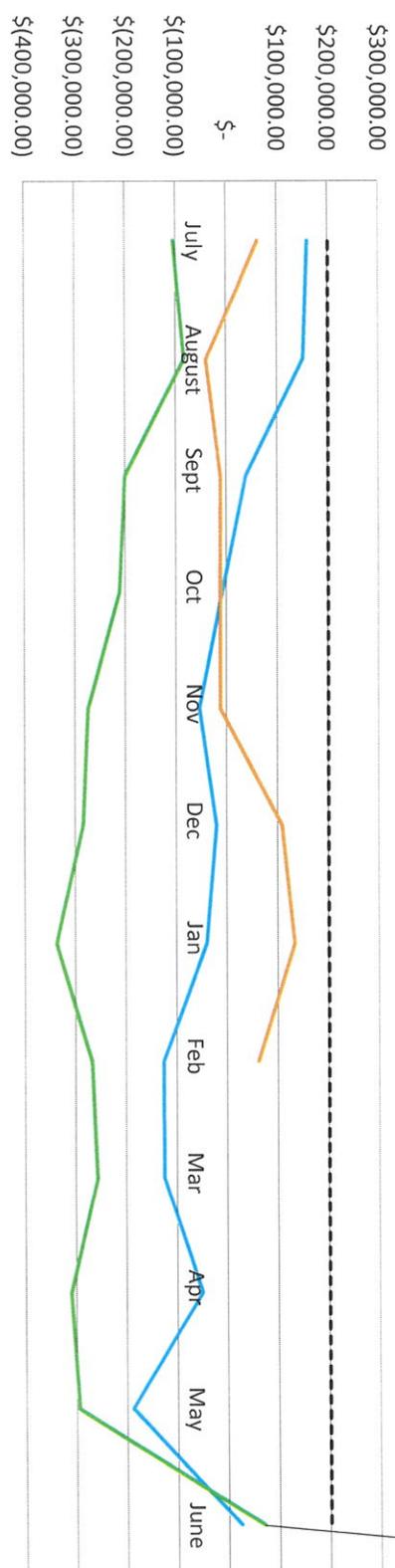
Fund Balance Report - February 28, 2026



— FY24
 — FY25
 — FY26
 - - - - - 3-Month FB Policy

Fund Balance
Fund 04 - Comm. Ed.

70,262.62



MARCH 2026 - FROM THE BUSINESS OFFICE:

As part of our partnership with Ehlers – Public Finance Advisors, Jodie and Matthew are always monitoring for any refunding opportunities we may have on our various outstanding bonds. At the beginning of this month they provided us with a status report on each of our existing bond issues. Based on current market conditions, none of our outstanding debt issuances merit calling in our bonds and refinancing. Here is a list of our outstanding bonds and the determination status of each:

Original Bond Amount	Title	Last Maturity	Call Date	Callable Amount	Callable Rates		Status
					Low	High	
\$260,000	General Obligation Capital Facilities Bonds, Series 2022A	02/01/2032	05/19/2022	\$181,000	3.140%	3.140%	Minimal amount of interest on remaining payments.
\$1,765,000	General Obligation Tax Abatement and Facilities Maintenance Bonds, Series 2023A	02/01/2031	-	-	-	-	These bonds are not callable.
\$14,060,000	General Obligation Facilities Maintenance and Refunding Bonds, Series 2024A	02/01/2040	02/01/2032	\$8,455,000	4.000%	5.000%	Future call date.
\$1,275,000	Certificates of Participation, Series 2025A	04/01/2035	04/01/2032	\$445,000	4.000%	4.000%	Future call date.

In May of 2025, Mike Wisniewski, Todd County Emergency Management Director, informed me that LPGE was eligible for a MN Department of Public Safety – Emergency Communication Networks (DPS-ECN) grant opportunity to digitally map our school facilities. I provided our enrollment, staffing, square footage, etc., along with our current maps we use to post emergency exits and tornado safe zones, to a company called Critical Response Group (CRG). CRG then used our current mapping to create digital maps of our elementary and secondary buildings to share with dispatch, law enforcement and first responders to assist them in pinpointing an accurate and timely response to a 911 call from either of our buildings. The following is a video that further explains how these maps will enhance an emergency response:

<https://www.youtube.com/watch?v=10aghbY3AKI>

Our next step is that CRG will reach out to us to schedule an onsite visit and walkthrough of our buildings to make sure their maps are as accurate as possible.

On Tuesday, March 10th, I logged in to a webinar put on by MASBO featuring Tiffany Gustin of MSBA, and Earl Athman, a retired business manager, two members of the Compensatory Revenue Task Force, to give an update on the progress of their group. They delivered their initial findings to the MN Legislature in February of this year, and are scheduled to bring the next report in October of this year. They emphasized the fact that many schools in the State would be large “non-winners” of compensatory funding if the legislature does not put a hold-harmless agreement into effect in the current session. Just as a refresher, the State has put in to place that paper free and reduced forms will no longer be used to calculate our compensatory revenue going forward. Only Direct Certification from the Counties will affect which students would generate compensatory dollars. Because of this, another area of concern is how the Big Beautiful Bill at the National level all will play a factor in compensatory funding. The prediction is that because of the federal bill, fewer folks and students will qualify for Direct Certification funding. If that happens, not only will our funding go down for the near future, we will then see reductions going forward as fewer and fewer students qualify.

Tiffany and Earl both urged the people on the call to reach out to their Minnesota Legislators and let them know how vital compensatory funding is to our districts. If you are so inclined, I have indicated our Senator and Representative based on the school's address:

	Mike Wiener (R) MN House - 05B	Contact  District 
	Paul Utke (R) MN Senate - 05	Contact  District 

This is a link you can use to put in your own home address to verify who your State and National Senators and Representatives are:

<https://gis.lcc.mn.gov/iMaps/districts/>

For a local reference, compensatory funding is critical to our district to address the needs of students who are not making adequate progress, along with our students that qualify as EL students. Here is a snippet of the reference I use when I code the compensatory expenditures. What is helpful is that this reference gives us the current statute that governs allowable uses and intentions.

317 Basic Skills

Record revenues and expenditures pertaining to the Basic Skills Revenue of [Minnesota Statutes 2024, section 126C.10](#), subdivision 3. This includes EL program expenditures and Compensatory Education expenditures as defined by [Minnesota Statutes 2024, section 126C.15](#), subdivision 1. Expenditures using this code must be in the list of permitted expenditures contained in the above statute.

This statute was amended during the 2023 Legislative Session. The amendments in the 2013 Legislative Session included programs designed to prepare children and their families for entry into school. These programs include early education, parent-training, school readiness, kindergarten for four-year-old children, voluntary home visits under [Minnesota Statutes 2024, section 142D.10](#), subdivision 4, and other outreach efforts designed to prepare children for kindergarten. The activities in this code apply to Balance Sheet Code 441, Restricted/Reserved for Basic Skills.

The webinar that I attended was recorded, so if anyone would like to come in to our office and view the information presented, I would be more than happy to watch with you and help answer any questions you might have about compensatory funding, how much we receive, how we spend it, and anything else you might be curious about.

As always, please call or stop in if you have any questions for me or any of the other folks in the District Office. We enjoy your visits.

Sherrí Evenson



LPGE Health Services Monthly Board Report

March 2026

Long Prairie-Grey Eagle Elementary & Secondary Schools

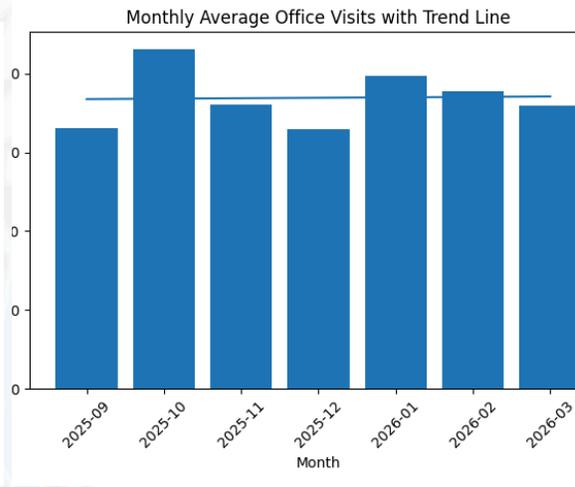
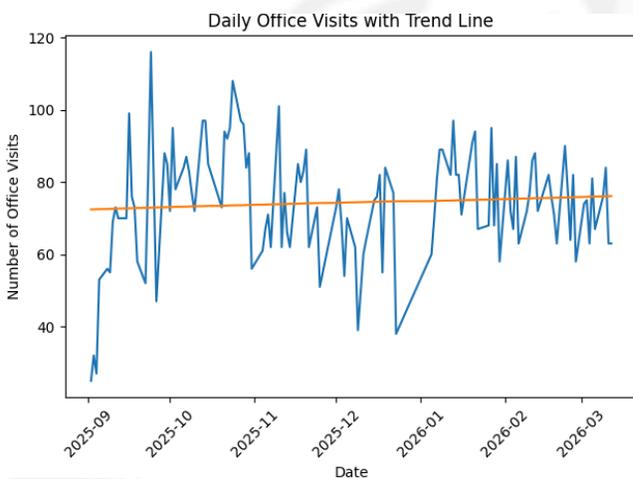
Melissa Meagher BAN, RN, PHN, LSN

Overview

This report provides a summary of student health services, trends, and activities for the reporting period. Health services continue to play a critical role in student safety, attendance, academic readiness, and regulatory compliance across both buildings.

Health Office Activity

Approximate number of student visits September 2nd, 2025 - March 12th, 2026: 8,914. This averages approximately 74 student visits per school day.

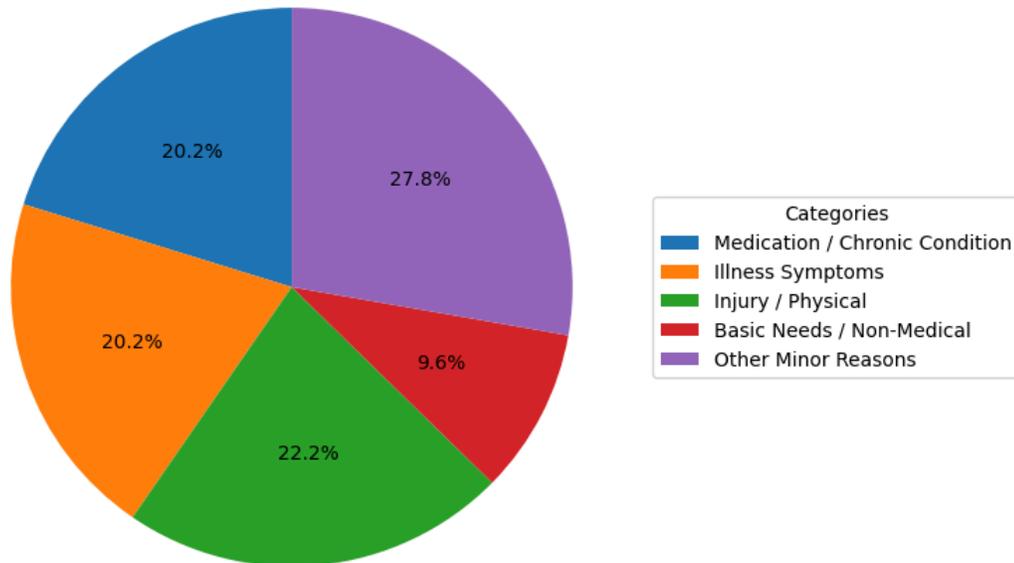


Top common reasons for visits:

- Illness/symptoms-
 - Congestion- 181
 - Cramps- 207
 - Headache- 722
 - Stomach ache- 703

- Head Injury- 708
- Chronic condition support-
 - Asthma- 240
 - Diabetes- 733

Office Visit Category Breakdown



Notable trends or changes observed:

In recent weeks, we have observed an increase in both gastrointestinal and upper respiratory illnesses. While case numbers have not reached the threshold requiring state reporting, trends have been noted at both school locations, with a higher concentration of cases at the Elementary level.

Confirmed cases during this period have included influenza, Strep throat, and COVID-19.

Illness & Communicable Disease Monitoring

Common illnesses observed this month:

Influenza A, COVID-19, Strep Throat, and Hand, foot, and mouth disease.

Confirmed or monitored communicable diseases (per MDH guidance):

- None

Chronic Health Conditions & Care Management

LPGE currently supports 410 documented chronic health conditions. The majority fall within respiratory, allergy, and neurodevelopmental categories. This level of medical complexity significantly impacts daily health office workload, care planning, medication administration, emergency preparedness, and staff training needs.

- 🫁 Respiratory / Airway (Asthma, Reactive Airway, Restrictive Lung, etc.)
-58 students (14%)
- 🧠 Neurodevelopmental / Behavioral (ADHD, Autism, ODD, Anxiety, PTSD, Mood Disorders, Developmental Disability, etc.)
-105 students (26%)
- 🌿 Allergies (Food, Environmental, Bee, Nut, Latex, etc.)
-98 students (24%)
- ❤️ Cardiac / Circulatory
-8 students (2%)
- 🩺 Endocrine / Metabolic (Diabetes, Hypothyroid, Pre-Diabetes, etc.)
-8 students (2%)
- 👁️ Vision / Hearing Related
-12 students (3%)
- 🌿 Gastrointestinal / Autoimmune (Celiac, Crohn's, GERD, etc.)
-9 students (2%)
- Other Rare / Single Incidence Conditions
-112 students (27%)

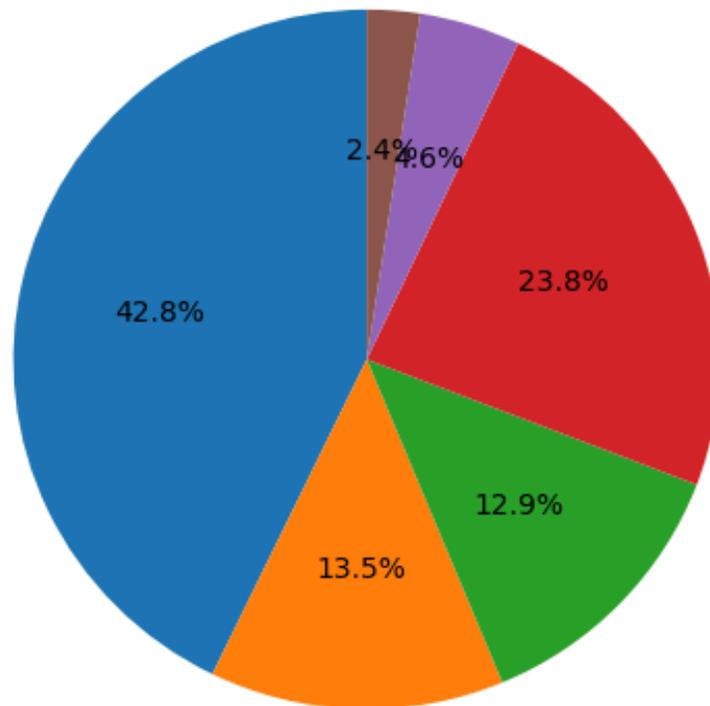
📈 Highest Prevalence Conditions

Condition	Count	% of Total
Asthma	48	11.7%
ADHD	46	11.2%
Seasonal Allergies	23	5.6%
Autism	21	5.1%
Anxiety Disorder (general)	13	3.2%
Allergic (unspecified)	13	3.2%
Bee Allergy	10	2.4%
Reactive Airway	10	2.4%
Lactose Intolerant	9	2.2%
Peanut Allergy	8	2.0%
Environmental Allergies	7	1.7%
Oppositional Defiant Disorder	6	1.5%
Eczema	6	1.5%
Hearing Loss	5	1.2%
Depression	5	1.2%

☐ Medications administered per provider orders:

- All Medication types- 1,946

LPGE Medication Administration by Category Total = 1,946



Category	Count	Percent
ADHD / Stimulants & Related	833	42.81%
Psychotropic / Mental Health	262	13.46%
Respiratory (Asthma / Inhalers)	251	12.9%
Other / Specialty Medications	463	23.79%
Pain / Fever / OTC	90	4.62%
GI / Nausea	47	2.42%

Staff training provided:

This month, the following staff members will complete their American Red Cross CPR, AED, and First Aid certification through the blended learning model. The hands-on skills assessment portion of the training will take place on March 23rd, 2026.

The following staff members will be recertified: Brooke Crouse, Jessica Richter, Tara Wojtowicz, Lesa Wettstein, Brenda Wood, Taralee May, Christy Kuhl, and Brooklynn Wolf.

This ongoing training ensures that the emergency response- RED team and LP Kids staff remain prepared to respond effectively to medical emergencies and supports our district's commitment to student and staff safety.

Mental Health & Social-Emotional Observations

General trends observed (non-identifying):

Weekly, we encounter students who present with physical symptoms that are ultimately related to underlying mental health concerns. Many students may not recognize or may be reluctant to acknowledge that anxiety or emotional stress is contributing to their physical discomfort.

Through careful assessment, targeted questioning, and elimination, we identify potential mental health factors and collaborate with school social workers and counselors when appropriate. While some students may initially decline formal support services, health office staff strive to meet students where they are by providing a supportive, nonjudgmental environment and a listening ear.

Collaboration with counseling/support staff as needed:

From September 2nd, 2025, to March 12th, 2026, 55 students were referred for counseling/social work services after presenting to the health office with physical symptoms that were determined to be mental health-related.

Safety & Injury Prevention

Common injury types or safety concerns:

Head injuries remain our primary injury concern. To date, we have documented 708 head injury office visits during this school year. This represents approximately 8% of all office visits this school year.

Each head injury is treated with the utmost caution and care. Students are evaluated using established school-based concussion screening protocols. In most cases, this involves

approximately four separate office assessments throughout the school day to ensure the student remains free of concussion-related symptoms before dismissal.

If a student exhibits ongoing or worsening symptoms, families are promptly contacted and advised to seek medical evaluation for further assessment.

The majority of these injuries occur during playground activities or physical education classes.

Follow-up actions or prevention efforts:

Recently, inflatable bounce activities were held at the Elementary location. While these events are highly engaging and enjoyable for students, they also increase the risk of injury, particularly head injuries. Staff members actively supervise and take appropriate precautions to minimize risk; however, due to the nature of inflatable play equipment, there is an elevated risk of minor injuries.

Screenings & Preventive Care

Vision Screenings (580 Total)

- Passed: 439
- Rechecked: 88
- Referrals: 48
- Unable to participate: 5

Hearing Screenings (598 Total)

- Passed: 479
- Rechecked: 105
- Referrals: 8
- Unable to participate: 6

Vision and hearing screenings are conducted throughout the school year. Screenings are performed upon request when concerns arise, as well as for students referred through the BLAST team or those undergoing evaluation for IEP consideration.

Any student who does not meet established screening criteria receives a rescreening to confirm results. If the student does not pass the rescreening, a formal referral letter is sent to the family recommending further evaluation by an appropriate healthcare provider.

Immunization compliance monitored:

At this time, all students are in compliance with Minnesota school immunization requirements. Compliance is defined as having received the required immunizations, or having a properly completed medical exemption signed by a licensed healthcare provider, or a notarized conscientious exemption on file.

Health Lessons

On March 19 and March 26, 2026, the Growth and Development unit will be delivered as part of our ongoing student wellness initiatives. Instruction will be provided to all fourth-grade girls and all fifth-grade students, with boys and girls receiving instruction separately.

Students will receive age-appropriate education through the *Always Changing and Growing Up* Puberty Education program, which includes informational materials and educational videos designed to support understanding of physical and emotional changes during puberty. The girls' program will be taught by the Licensed School Nurse, and the boys' program will be facilitated by Jaycob M. Nietfeld, APRN, CNP from CentraCare Long Prairie.

Students will view the *Always Changing and Growing Up* educational video, followed by a guided discussion and supplemental learning materials. Each student will receive a booklet and sample products to take home.

A permission letter was sent home to allow families to opt out of the lesson if they choose.

Cardiac Emergency Response Planning Update

Work continues on developing a comprehensive Cardiac Emergency Response Plan (CERP) for the district. This ongoing initiative focuses on strengthening preparedness and ensuring an effective response to cardiac emergencies in our schools.

We have now received the fully executed Official Grant Award Notification (OGAN) from MDE. The agreement, along with our approved application, assurances, budget, and work plan, constitutes our fully executed grant contract. With this execution complete, we are authorized to proceed with ordering the grant-approved items identified in our original application.

Grant funds will support key components of implementation, including:

- CPR and First Aid training supplies
- Purchase of additional AED units
- Weather-resistant outdoor AED cabinets
- Certification costs
- Employee training stipends

MDE has provided guidance regarding reimbursement procedures. To request reimbursement, the district must submit the Financial Reporting Form (FRF) along with appropriate supporting documentation (invoices, financial activity reports, or transaction detail reports demonstrating

expenses were incurred and paid). The FRF template will be provided by MDE for submission. Any anticipated budget revisions must receive prior approval to ensure expenditures remain reimbursable under the grant terms.

In partnership with Project ADAM, we continue to move forward with implementation planning. A spring training meeting is scheduled, during which three LPGE staff members will attend and receive hands-only CPR training so they can serve as future in-district trainers. Additionally, Project ADAM will provide hands-only CPR training to all district staff during the fall workshop. This session will be approximately 1 hour and 15 minutes in length and will be followed by mock emergency response drills conducted by our Red Teams at each building.

RedCaps have been entered with detailed information on our designated Emergency Response Teams (“Red Teams”) and team members across the district. The next phase involves using the sample CERP framework to finalize a district-specific plan, with the goal of full implementation by the start of the next school year. Red Team members will continue to maintain full CPR/AED and First Aid certification.

This initiative reflects the district’s proactive commitment to student and staff safety, emergency preparedness, fiscal accountability, and compliance with state guidance.

Wellness Committee Update

The LPGE Wellness Committee continues to meet quarterly. Meeting notes are distributed to all staff via email and posted on the LPGE website to ensure transparency and accessibility.

In March, the district is hosting its annual March Madness Hoops Competition at both school buildings. At the Elementary level, staff are currently participating in a free-throw contest. Participants include: Cooper Goerd, Kayla Mathews, Joe Gaida, Megan Dreher, Diana Hegseth, Kristi Gaida, Ashley Pohlmann, Brett Eisenschenk, Taylor Psyck, and Sam Chisholm.

The final four competitors will face off during the week of March 16th to determine the 2026 Free Throw Champion.

At the Secondary level, both staff and students are participating in the competition.

Staff Participants: Brandon Schulte, Brooke Crouse, Tanner Roske, Brent Sterriker, Melanie Childrey, Jonathan Young, Dave Blanchard, Angela Eldred, Kelsey Paurus, Jeff Kalpin, Kendra Berg, and Jose Jimenez.

Student Participants: Luis Hernandez, Zariel Gonzalez, Carlos Cosme, Joseph Gohman, Kailey Luebesmier, Isaac Otremba, Elizabeth Poisson, Addisyn Larson, Clayton Johnson, Hudson Lieser, Ben Ecker, Oakley Dreher, Wilson Fanduz Pena, Nate Rengulbai, Hagen Brunkhorst, Leevke Brunkhorst, and Addison Young.

Participants will continue competing until the final four, where two staff members and two students will advance to compete in the gym.

This annual event has become a valued wellness tradition within the district. Both staff and students look forward to cheering on the finalists as they compete for bragging rights and a small prize.

Additionally, the Licensed School Nurse submitted the district's annual wellness plan and goals calendar on March 1, 2026, ensuring continued eligibility for future grant funding.

The Wellness Committee remains committed to fostering a culture of health and well-being among staff and supporting district-wide wellness initiatives. The next Wellness Committee meeting is scheduled for March 19, 2026.

Health Services Updates

Beginning March 2nd, 2026, Secondary Health Services implemented a refined structure and support plan to strengthen systems, protect instructional time, preserve student confidentiality, and ensure the Health Office remains focused on delivering high-quality clinical care. As student needs and overall traffic to the Health Office have increased, adjustments were made to clarify expectations, reduce non-medical interruptions, and promote sustainable workload practices. Key updates include structured access during passing times, future implementation of a grab-and-go supply cart for minor needs, defined rest and ice time limits, clearer bathroom and food-use guidelines, reinforced confidentiality measures, and coordinated mental health referral procedures. These adjustments are proactive, systems-based refinements designed to maintain instructional focus, protect staff wellbeing, and ensure consistent, student-centered care.

We are already observing a measurable decrease in both the number of student office visits and the time students spend in the Health Office, indicating that the updated structure is supporting improved efficiency and instructional continuity.

As always, I would like to thank the Board for its continued support of health services within our district.

As previously stated, I remain interested in engaging the Board in an ongoing discussion regarding the needed updates to our health services spaces.

Thank you again for your continued partnership and support of student health and safety. I welcome any questions or requests for additional data.

Long Prairie-Grey Eagle Principals' Report

March 2026

One District

1. Assessment Season
 - a. Our ESL staff have completed the ACCESS testing for our Multilingual Learners.
 - b. CAPTI Testing is complete. This was for a select group of students in grades 4-12 in the area of reading.
 - c. MCAs will take place in April.

Professional Development Committee.

1. March 23 Professional Development Day
 - a. Staff will continue their focus on strengthening student vocabulary development. In addition, teams will engage in curriculum selection work, Professional Learning Community collaboration, content-area training, and READ Act training for paraprofessionals. The afternoon will be set aside for grade-level work and updating student grades.

Elementary School

1. Breakfast and Books
 - a. We extend our sincere thanks to all the families and special guests who joined us on February 27 to read with our students. A total of 350 participants signed in, shared donuts, and enjoyed time with books alongside our children. It was our largest turnout to date, and we are grateful for the strong support of our school community.



2. Bouncy Activities

- a. On March 2 and 3, students enjoyed special inflatable activities during their physical education classes. Jump4Fun from Osakis handled delivery and pickup and generously included a few additional items for students to try. Thank you to our PE teachers for organizing and supervising this experience. The activities were funded through last year's Color Run fundraiser.



3. 2026 Color Run

- a. The 2026 Color Run is scheduled for May 8. Students will begin collecting donations in early April. Business sponsorship letters have been distributed by students or mailed to local partners. We sincerely appreciate the continued support of our families and community in making this event a success.

Secondary School

1. Career Exploration Day
 - a. On Friday, March 6, we took the 11th graders to Central Lakes College in Brainerd for the annual Career Exploration Day. This is an annual event that we focus on as the college really does a great job of bringing all facets of career exploration together under one roof including, industrial, technical, military and college. We were one of a number of schools in the area that are involved with the career fair. The capstone for all of our students will be our own upcoming Career Fair on March 27 here at the secondary building.
2. LPGE Career Fair
 - a. We will be hosting our annual career fair on March 27. Working in conjunction with Luanne Brunkhorst with the Long Prairie Chamber of Commerce, we are once again providing our students an opportunity to meet industry professionals, military and college representatives for the day. Students have the opportunity to register to meet with four different representatives from a long list of different and varied careers. Over the years we have changed the format to better accommodate our students' needs as well as time. We are expecting some great conversations for our students.
3. 9th - 12th Band Competition
 - a. On Wednesday, March 11 the students will be traveling to Browerville for band competition. This is an annual event, one we have hosted in the past, allowing the students to hear and play for students from a number of different schools
4. Rage on the Red- Band Competition
 - a. The band recently returned from this competition in Fargo. Mr. Speer has reported that they came away with a bronze and missed a silver by two points. He felt that the band played extremely well and he is incredibly proud of their accomplishments.
5. Pro-Start Competition- FACS
 - a. "Each year, student competitors from across the state put their skills to the test in front of culinary and restaurant business leaders, family and

friends. The first place teams in both the culinary and management competitions will earn coveted scholarships to continue their restaurant or food service education and earn the right to compete at the National ProStart Invitational in Baltimore, Maryland in the spring of 2026.”

- b. The event is on Thursday, March 12 at the Saint Paul River Center.
- c. We have four students attending this year’s competition.

6. Fire Alarm- Activation

- a. On Tuesday at 3:11, a smoke detector located in the duct leading out of the building to the roof was activated. This caused the fire alarm to be tripped. It was quickly determined that we have a faulty detector at that point and it is a bit more disheartening that it is a brand new detector. Russ was also able to determine that with the last power outage, it affected the memory on the fire alarm board. That has been corrected at this point. We did find some gaps in our safety protocols as well as some concerns with bus drivers and bus protocol. I have already started the review and writing of procedures to address these gaps as well as the conversation with Askamit, as we will be asking them to establish procedures for their bus drivers and how they handle our students in these types of emergencies. I am anticipating a sit down meeting with them at some point next week so we can discuss the framework for all of this. I will be sharing what I have with our administrative group and then work from there. This also works into our larger discussion of safety protocols as we are instituting the “I Love You Guys” program with our ALICE training for school campus safety.



Long Prairie-Grey Eagle Schools

A Small School with Big
Opportunities for Each and
Every Student!

Superintendent's Report 03/16/2026

Solar for Schools Grant: The Solar for Schools grant application has been submitted. Next month, iDeal Energies will attend a board meeting to answer questions about the grant process and their services. The district has previously been awarded this grant twice but was unable to complete the projects at that time. I am optimistic about our current application and will keep the board updated as we move through the review process.

Enrollment Update: Enrollment at the secondary school has declined by 30 students since the beginning of the year. This decrease is largely due to students transitioning to the Accelerated Learning Center (ALC) or to online instruction options. At the elementary level, enrollment is up by six students since September.

High school students generate 1.2 adjusted pupil units, meaning that for approximately every five high school students, the district generates funding equivalent to an additional student. Historically, our final enrollment numbers tend to stabilize near February levels. We typically end the year between our high enrollment (1,000 students) and our low enrollment (966 students). Current projections suggest we will finish above our projected enrollment for the year.

Surplus Auction: We are planning a surplus auction for items the district no longer uses but that still have value. I am working with custodial staff, administrators, and Career and Technical Education teachers to identify potential items.

All items must be approved by the board before being sold. Lists of proposed items will be presented for review and approval. We are targeting June or July for the auction date.

Negotiations: The teacher, clerical, and support contracts have been settled. We are currently working through individual contracts and Memorandums of Understanding (MOUs). Legal counsel has reviewed updated language to ensure clarity and compliance with current law.

We met with the custodial union on March 12 and are tentatively down to wages as the final item to come to an agreement on. We meet again on March 30th.

Legislative Update: The Minnesota Legislature is moving toward key committee deadlines in late March and April. The political environment remains closely divided, and many education funding proposals are still under discussion.

A quick to encourage you to speak with our representatives Mike Wiener and Paul Utke on issues important to our district.



Long Prairie-Grey Eagle Schools

A Small School with Big
Opportunities for Each and
Every Student!

1. Compensatory Aid: One major issue this session is how compensatory aid is calculated. Compensatory aid supports districts serving students from low-income families.

The state had planned to move away from paper income forms toward automatic data collection. That change has been delayed. A Compensatory Revenue Task Force has been created to study the formula and make recommendations later this year.

If the formula ultimately shifts away from paper forms without adjustment, LPGE could lose as much as \$700,000 in compensatory revenue. This remains an area we are closely monitoring.

2. Special Education Funding: Lawmakers are reviewing proposals to increase special education aid and adjust how cross-subsidy aid is calculated. Cross-subsidy aid helps districts cover special education costs not fully funded by federal dollars.

A Blue-Ribbon Commission has been directed to develop recommendations to reduce special education costs statewide. If sufficient savings are not identified, the Legislature may consider reducing future special education funding.

This area has significant financial implications for our district and will require careful attention.

3. English Learner (ELL/MLL) Funding: There are proposals aimed at increasing funding for English learner services and adjusting the formula to better reflect inflation and service costs.

Changes to ELL/MLL funding directly impact our staffing and programming. We will continue to monitor developments in this area.

4. Budget Outlook: The state budget forecast has improved in the short term, but legislators remain cautious about long-term spending commitments. While education funding remains a priority, future biennium budgets may require difficult decisions.

Ensuring stability in compensatory aid and avoiding reductions to special education funding will be key areas of focus before the legislative session concludes in May.

Please feel free to call me at 357-3605 or email me at dludvigson@lpge.k12.mn.us with questions.

Daniel Ludvigson, the Superintendent of Long Prairie-Grey Eagle Public School

LONG PRAIRIE-GREY EAGLE PUBLIC SCHOOL DISTRICT #2753
ENROLLMENT REPORT
Mar-26

	9/10/2025	30-Sep-25	Nov. 1	Dec. 1	1-Feb-26	1-Feb-26	Change	Current ADM
KDGN	65	74	74	76	77	76	11	75.73
1	71	72	72	72	73	71	0	69.76
2	67	68	68	68	70	69	2	66.72
3	66	66	66	66	64	64	-2	63.65
1-3 SUB	204	206	206	206	207	204	0	200.13
4	72	70	69	70	69	69	-3	67.44
5	70	71	71	70	72	71	1	67.44
6	78	78	77	76	76	75	-3	73.93
4-6 SUB	220	219	217	216	217	215	-5	208.81
Ele Sub	489	499	497	498	501	495	6	484.67
7	71	94	94	93	90	89	18	92
8	79	81	80	79	79	78	-1	80
9	95	82	82	80	79	76	-19	80
10	81	94	92	92	90	85	4	91
11	81	80	81	81	79	76	-5	80
12	94	70	70	68	66	67	-27	67
7-12 SUB	501	501	499	493	483	471	-30	490
MLL Sub	366	381	394	403	418		-366	
TOTAL	990	1000	996	991	984	966	-24	974.67
Estimate ECSE Generating Funds			20		Estimate Extended Time			20
F & R	71.40%			68.20%	68.90%			1006
ECSE	35	35	39	39	38	40	3	

Understanding the Difference Between the Letter and Spirit of the Law

When we think about laws, we often imagine clear rules with clear answers. In practice, laws are more layered than that. You may have heard the phrase “the letter of the law versus the spirit of the law.” Understanding this difference helps explain how laws operate in real situations.

The letter of the law refers to the exact words written in statutes or regulations. This is the written rule itself. It tells us what is allowed and what is prohibited. For example, if a rule says, “Students may not bring electronic devices to school,” the letter of the law is the direct wording. It describes the requirement in black and white.

However, laws are not applied in isolation. They exist within a broader framework. That brings us to the spirit of the law. The spirit of the law is the purpose or intent behind the rule. Using the same example, a restriction on devices may exist to reduce distractions and protect instructional time. The words tell us what to do; the intent explains why the rule exists.

In addition to the wording and intent, two other elements shape how laws function in schools.

First are administrative rules. When a law is passed, agencies often create rules that explain how the law will be carried out. These rules provide details that may not appear directly in the statute. For example, if the Legislature changes teacher licensure requirements, state agencies clarify how teachers meet those requirements and how compliance is monitored.

Second is case law. When disputes arise and courts interpret how a law applies in a real situation, those decisions guide future practice. Court decisions can clarify unclear language and influence how schools apply the law moving forward.

Taken together, four elements shape how a law works in practice:

- The letter (the written words),
- The spirit (the intent),
- Administrative rules (how it is implemented), and
- Case law (how courts interpret it).

School districts must operate within all four. Decisions must follow the written statute while also seeking to understand how rules and court decisions affect its application.

For board members and school leaders, this means legal compliance is not simply about reading a statute. It involves understanding how the law is implemented, how it has been interpreted, and how it applies to real situations affecting students and staff.

Balancing these elements helps ensure that district decisions are legally sound while remaining focused on student learning and safety.

***Note:** This article is intended for informational purposes only. It does not constitute legal advice. I am not an attorney, and this summary is not a substitute for a formal legal opinion.*

H. Unfinished Business:

H.1. 26-27 Calendar Adjustment: The previously approved calendar created an uneven distribution of instructional days between Quarter 1 and Quarter 2. While this imbalance has limited impact at the elementary level, it more directly affects the secondary level due to quarter-based grading and reporting timelines.

After reviewing the calendar with the building principals, I am recommending the revised calendar attached in BoardBook. The proposed adjustments:

- Move the first professional development day to October 14, immediately prior to MEA break.
- Move Parent-Teacher Conferences back one week.
- Move the end of Quarter 1 to October 30, resulting in a 40-day first quarter.
- Move the November professional development day to November 2.
- Move the April professional development day to March 30.

Under this revised structure, Quarter 1 will consist of 40 instructional days and Quarter 2 will consist of 43 instructional days. This creates a more balanced semester structure and allows sufficient time for Quarter 1 to conclude and report cards to be finalized prior to Parent-Teacher Conferences.

The March adjustment to the spring professional development day avoids splitting the instructional week following spring break and instead allows students to return one day later.

LONG PRAIRIE-GREY EAGLE PUBLIC SCHOOLS

2026-27 Approved SCHOOL CALENDAR - 03/12/2026

	AUGUST/SEPTEMBER					October					
Inservice	24	25	26	27	28				1	2	14 Prof. Dev. 15-16 No School 30 - End of Q1
24-27	31	1	2	3	4	5	6	7	8	9	
26 Open House	7	8	9	10	11	12	13	14	15	16	
7 Labor Day	14	15	16	17	18	19	20	21	22	23	
1 1st Day Ka-12	21	22	23	24	25	26	27	28	29	30	
2 1st Day Kb	28	29	30								
	Staff 4 Contract 21					Staff 1 Contract 19					

	NOVEMBER					DECEMBER					
2 Pro. Dev.	2	3	4	5	6		1	2	3	4	22 Early Dismissal 1:00 PM No School 23-31
5 P/T Confer.	9	10	11	12	13	7	8	9	10	11	
3:30-7:30	16	17	18	19	20	14	15	16	17	18	
6 P/T 8-12	23	24	25	26	27	21	22	23	24	25	
No Classes	30					28	29	30	31		
26-27 Break.											
	Staff 1 Contract 17					Staff 0 Contract 16					

	JANUARY					FEBRUARY					
1 No School					1	1	2	3	4	5	12 PD Day 15 President's Day
15 End of Q2	4	5	6	7	8	8	9	10	11	12	
18 Profession Development	11	12	13	14	15	15	16	17	18	19	
	18	19	20	21	22	22	23	24	25	26	
	25	26	27	28	29						
	Staff 1 Contract 19					Staff 1 Contract 18					

	MARCH					APRIL					
11 PTC	1	2	3	4	5				1	2	Quarter Length Q1 40 Q2 43 Q3 45 Q4 43
3:30 - 7:30.	8	9	10	11	12	5	6	7	8	9	
12 Prof. D.	15	16	17	18	19	12	13	14	15	16	
25 End Q3	22	23	24	25	26	19	20	21	22	23	
26-29 Break	29	30	31			26	27	28	29	30	
30 Prof. Dev.											
	Staff 2 Contract 19					Staff 0 Contract 22					

	MAY					JUNE					
28 End Q4	3	4	5	6	7		1	2	3	4	171
Graduation	10	11	12	13	14	7	8	9	10	11	12
28 7:00 PM	17	18	19	20	21	14	15	16	17	18	2 PTC
31 Memor. Da	24	25	26	27	28	21	22	23	24	25	185
	31					28	29	30			19 Juneteenth
	Staff 0 Contract 20					Staff 2					

<p>Important Dates:</p> <p>First Day of School: Sept. 1 for gr. Ka-12 & Sept. 2 for Kb</p> <p>Last Day of School is May 28</p> <p>Last Day for Seniors & Graduation is May 28th</p> <p style="text-align: center;">Student days shown by light blue, staff only by light purple, Gray indicates no school</p>	<p style="text-align: center;">Legend</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e6e6fa; width: 20px;"></td> <td style="padding: 2px;">PD</td> <td style="background-color: #e6e6fa; width: 20px;"></td> <td style="padding: 2px;">School</td> <td style="background-color: #a9a9a9; width: 20px;"></td> <td style="padding: 2px;">Closed</td> <td style="background-color: #ffa500; width: 20px;"></td> <td style="padding: 2px;">Paid Holiday</td> </tr> <tr> <td style="background-color: #e6e6fa; width: 20px;"></td> <td style="padding: 2px;">PTC</td> <td colspan="6" style="padding: 2px;"><u>No school on profess. development days</u></td> </tr> </table>		PD		School		Closed		Paid Holiday		PTC	<u>No school on profess. development days</u>					
	PD		School		Closed		Paid Holiday										
	PTC	<u>No school on profess. development days</u>															

I. New Business:

I.1. Donations - *See attached document*

I.2. Review Policy 625 - AI Policy: Policy 625 establishes clear guidelines for how Artificial Intelligence (AI) may be used by students and staff in the district. The policy supports the use of AI as a tool to enhance teaching, learning, and administrative efficiency, while ensuring academic integrity, human accountability, student privacy, and equitable access. It outlines age-appropriate student expectations, prohibits the use of confidential data in AI tools, and requires transparency when AI is used in assignments or decision-making. The policy also requires vendor agreements to protect student data, prohibits deep fakes and harmful AI uses, and establishes an AI Use Plan overseen by a designated AI Coordinator. In summary, the policy allows AI to support education, but ensures that human judgment remains central and that all AI use complies with federal and state law

I.3. Mutual Termination and Release Agreement with ALC: An increasing number of students participating in the Alternative Learning Center (ALC) through Freshwater are choosing online instructional options. As enrollment at the Long Prairie ALC site has declined, it has become fiscally challenging to maintain a physical site.

The proposed agreement would formally release the elementary space currently designated for the ALC back to district use. This allows the district to repurpose the space while aligning services with current student enrollment trends.

I.4. Auditorium Lighting Project Approval: Last fall, the auditorium lightboard failed, which required us to accelerate the planned multi-phase lighting update. The attached quote reflects Phase II of the project.

This phase focuses primarily on house lighting, which qualifies as an eligible expense under the district's Long-Term Facilities Maintenance (LTFM) plan. Advancing this work ensures continued functionality and safety of the space while aligning with previously approved maintenance planning.

I.5. Fire Alarm Replacement: We have experienced ongoing communication issues between the lockdown system and the fire alarm system. These issues have resulted in several false alarms this year and prompted further evaluation of the system.

During our most recent fire inspection, it was noted that updates to the fire alarm system are necessary. The current fire alarm panel is approximately five years beyond its expected life cycle, so the need for replacement is not unexpected. This project would address reliability and safety concerns.

I.6. Individual Contract Approval: The negotiations committee and I have been reviewing individual contracts. Several contracts are nearing completion and are expected to be ready for board consideration and approval.

I.7. MOU Approval: One Memorandum of Understanding (MOU) for an Adaptive Track Coach is being brought forward to accommodate identified student needs.

There may also be additional MOUs related to existing teacher assignments that require updates to align with the recently negotiated collective bargaining agreement.

The following resolution was moved by _____ and seconded by _____:

RESOLUTION ACCEPTING DONATIONS for March 2026

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

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

THEREFORE, BE IT RESOLVED, that the School Board of Long Prairie Grey Eagle, ISD 2753, gratefully accepts the following donations as identified below:

Donor	Item	Designated Purpose (if any)
Coborns Grocery Long Prairie	\$250 gift card	Culinary Arts for Soup Supper
Enterprise-CP LLC	\$500	Weightroom Fundraiser
Lions Club of Long Prairie	\$8,000	Scholarship
Lions Club of Long Prairie	\$4,000	Athletic Equipment
Alexandria Area USBC Association	\$300	Post Prom
Prairie Family Dental	\$50	Post Prom
Jenkins Iron & Steel Inc	\$500	Post Prom
John Wiese Ford, Inc.	\$50	Post Prom
Ross Nesbit Agnecies, Inc. Kutter Insurance Agency	\$50	Post Prom
North Star Plumbing Heating and Air LLC	\$100	Post Prom
Neville Hardware, LLC	\$200	Post Prom
The Trailer Center	\$200	Post Prom
American Legion Post 12 – LP	\$300	Post Prom
Todd Veterinary Clinic	\$30	Post Prom
Home Town Abstract & Title, LLC	\$100	Post Prom
American Foods Group	\$100	Post Prom
Minnesota National Bank	\$100	Post Prom
Sellnow Law Office, P.A.	\$200	Post Prom
Long Prairie Sanitation, Inc	\$75	Post Prom
Minnesota National Agency, Inc.	\$50	Post Prom
Long Prairie Oil Co., Inc	\$100	Post Prom

East-West Realty of Long Prairie	\$75	Post Prom
Vanguard Insurance Services	\$100	Post Prom
Lions Club of Long Prairie	\$2000	Post Prom
Amy & Myke Zimmerman	\$100	Post Prom

The vote on adoption of the Resolution was as follows:

Aye:

Nay: _____

Absent: _____

Whereupon, said Resolution was declared duly adopted.

By: _____
Chair

By: _____
Clerk

625 RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

I. PURPOSE

The purpose of this policy is to establish clear and actionable guidelines for the responsible, ethical, and transparent use of Artificial Intelligence (AI) within the school district. This policy seeks to support and enhance teaching, learning, and administrative efficiency while upholding academic integrity, protecting privacy, and ensuring equitable access for all students and staff.

Artificial intelligence (AI) language models can assist with various tasks from teaching and learning, to writing support, to data analysis. School district staff who have access to AI tools should understand underlying behaviors and the potential benefits and limitations associated with use.

The school district recognizes that the use of AI can, when used appropriately, enhance student learning by improving the efficiency of education, providing new and creative ways to support learning, and encourage independent research, curiosity, critical thinking, and problem-solving. The school district also recognizes the limitations and potential for misuse of AI.

The school district authorizes staff members to utilize and permit students to utilize ethical and legal use of AI as a supplemental tool to support and expand on classroom instruction, facilitate personalized learning opportunities, and increase educational and learning opportunities, in accordance with the terms of this policy.

The school district authorizes staff to utilize AI as a tool in fulfilling their work responsibilities as consistent with federal and state law and school district policies.

II. GENERAL STATEMENTS OF POLICY

- A. The school district supports use of AI in ways that uphold academic integrity and foster student critical thinking and original work.
- B. The school district supports AI use as an augmentative tool rather than as an autonomous decision-maker. The school district recognizes that human intelligence and H-AI-H protocols should drive the educational process, with AI supporting education and humans remaining accountable for decisions and outcomes
- C. The school district supports use of AI to enhance administrative operations and efficiency.
- D. Student and staff use of AI shall be transparent and responsible. Appropriate attribution shall be provided.
- E. The superintendent or designee will implement and regularly review privacy controls and safety features to protect student, staff, and school district data associated with approved use of AI.
- F. The school district supports and promotes fair access to approved AI tools and will strive to ensure equitable access for all students and staff.
- G. The school district will provide ongoing training and guidance to mitigate the potential for bias and misinformation and will hold students and staff accountable for the

consequences of AI use.

- H. This policy applies to all AI use by students and staff regardless of whether the use occurs on school district property, at school district events and activities, or off campus when a nexus to the school district’s educational environment exists. Student AI use must be consistent with school district policies on use of cell phones, personal electronic devices, wearable AI devices, and the internet.
- I. The school district recognizes that a student’s age may be a key consideration in determining appropriate AI use. For this reason, the school district establishes the following guidelines:
 - 1. Kindergarten through Grade 5: only highly restricted, teacher-mediated AI interactions are permitted. The focus is upon conceptual understanding of AI.
 - 2. Grades 6 through 8: structured introduction to AI tools together with appropriate guardrails. Critical thinking about AI outputs and digital citizenship will be addressed.
 - 3. Grades 9 through 12: centers upon broader AI access with accountability expectations; preparation of students for AI-integrated postsecondary and workforce environments; advanced AI literacy, including an understanding of how AI models work.

III. DEFINITIONS

Definitions of key terms—including Artificial Intelligence (AI), Generative Artificial Intelligence, closed and publicly available AI tools, confidential data, personally identifiable information (PII), and school district-approved AI tools—shall be reviewed and updated as needed to ensure alignment with current technology, legal standards, and school district practices. The school district will provide accessible explanations and examples to support understanding among all stakeholders.

Artificial intelligence in a school district is a category of computer-based systems that analyze data and recognize patterns to support teaching, learning, and administrative operations, for the purpose of assisting human decision-making, within educational and legal constraints, and excluding the replacement of professional judgment or human accountability.

A. Agentic AI

Agentic AI involves systems capable of undertaking multistep actions autonomously, such as web browsing, code execution, interaction with other software, and rendering sequential decisions, without human intervention at each step.

B. AI Tool Types

1. Student-Facing AI

Used by or with students for instruction, where student information may be entered.

2. Confidential AI

Used for non-instructional purposes, processing confidential data to generate new content or recommendations.

3. Operational AI

Used for generating content based on non-confidential data.

C. Closed AI Tools

Closed AI tools are private and can be accessed by school district staff only. Sharing data in a Closed AI Tool is more secure than when using a Publicly Available AI Tool, though information leaks may still occur.

D. Confidential Data/Information

Information that the school district is prohibited by law, policy, or contract from disclosing or that the school district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) about students and employees, student and staff medical information, student education records, and information about any student's individualized education program (IEP) or Section 504 plan.

E. Deep Fake

Any video recording, motion-picture film, sound recording, electronic image, or photograph, or any technological representation of speech or conduct substantially derivative thereof:

1. that is so realistic that a reasonable person would believe it depicts speech or conduct of an individual who did not in fact engage in such speech or conduct; and
2. the production of which was substantially dependent upon technical means, rather than the ability of another individual to physically or verbally impersonate such individual.

F. Generative Artificial Intelligence (GenAI)

Computer-based systems that generate content—such as text, images, audio, or data analysis—in response to prompts. Generative AI includes large language models (LLMs) like ChatGPT, as well as tools that generate audio, images, or video.

G. Generative AI Chatbots

A chatbot with generative AI capabilities that uses large language models (LLMs) and machine learning to simulate natural, human-like conversations and generate content, code, or images in real time. Examples include ChatGPT, Claude, Google Gemini, Meta AI, Microsoft Copilot. It is possible that AI programs, including Generative AI Chatbots, may “hallucinate” (create information that is not true, misleading, or nonsensical).

H. Human-AI-Human Model (H-AI-H)

The H-AI-H model establishes a decision-making framework in K-12 education requiring human judgement at the initiation and human accountability at the conclusion of AI-assisted processes. The model ensures AI serves as an augmentative tool rather than an autonomous decision-maker.

I. Personally Identifiable Information (PII)

Information that can be used to distinguish or trace an individual's identity, either directly or indirectly through linkages with other information.

PII includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's social security number, student number, or biometric record;
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

J. Publicly Available AI Tools

Publicly available AI tools are generally accessible for public use and the public can access the information that the tools provide.

K. School District-Approved AI Tool

Any AI platform or application that has been reviewed and authorized by the school district's technology department. A school district teacher or staff member may request that an AI platform or application be reviewed and authorized.

L. Synthetic Media

Digital content in a media format (including text, images, video, and audio) created in part or wholly through use of AI.

M. Voice Cloning

The use of AI to create a digital replica of another person's voice through the use of recorded audio samples.

IV. EQUITABLE ACCESS TO AI TECHNOLOGY

The school district is committed to ensuring that all students and staff have fair and equitable access to AI technology and related resources. To fulfill this commitment, the school district will:

A. Provision of Resources

Provide necessary devices, internet connectivity, and assistive technologies to students and staff who need them. School district administration will conduct regular reviews to ensure resources remain sufficient and accessible.

B. Assessment and Barrier Reduction

Regularly assess and address barriers to access, including those related to socioeconomic status, disability, language, and geographic location. The school district will implement strategies to eliminate identified barriers.

C. Training

Provide ongoing training for staff and students covering technical skills and ethical considerations, including recognizing and mitigating bias in AI systems and outputs, privacy, and responsible and appropriate use of school district-approved AI.

D. Community Engagement

Engage students, families, and community members in ongoing evaluation of equitable access and the effectiveness of AI implementation. Feedback will be sought regularly to inform improvements.

E. Corrective Action

To ensure equitable access to AI technology, the school district will regularly evaluate whether students and staff have fair and meaningful opportunities to use approved AI tools for learning and work. If disparities in access, participation, or outcomes are identified—such as those related to socioeconomic status, disability, language, or infrastructure—the school district will take timely corrective action. Corrective actions may include reallocating resources, providing targeted training or supports, adjusting implementation practices, or updating policies and procedures. The school district will communicate actions taken and monitor their effectiveness to ensure that AI implementation advances educational equity and does not reinforce existing gaps.

F. Policy Review and Revision

Review and update this policy and its implementation as needed to adapt to evolving technologies, community needs, and feedback from stakeholders.

V. CURRICULUM INTEGRATION AND AI LITERACY

A. The superintendent will work with school district staff to establish instructional protocols and criteria consistent with the H-AI-H model that:

1. identify teacher AI use to assess student work;
2. restrict AI use in student disciplinary matters, student placement decisions, behavioral assessments, or similar matters;
3. require transparency when AI use is part of a decision about a student;
4. establish the right to request a review of the human decision-making in a consequential AI-influenced decision affecting the student; and
5. articulate the school district's rules regarding AI-assisted surveillance or behavioral monitoring tool.

Any use of AI in the classroom or on class assignments must align with the teachers' instructions and use expectations. Teachers will provide direction when students are authorized to use AI in an assignment. Teachers will direct student use of AI, ensuring that it aligns with the school district guidelines and policies, and the AI Committees plan and procedures, including the school district's approved AI tools.

- B. Use of AI must comply with the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and other federal and state laws.
- C. Students will indicate AI use on assignments as required by the teacher and the assignment.

VI. ARTIFICIAL INTELLIGENCE (AI) USE PLAN

The Superintendent or designee of the superintendent shall develop a school district AI Use Plan to establish district-wide direction and a road map for AI use that aligns with the school district's mission, strategic plan, and financial and other resources. The AI Use Plan should respond to these conditions, among others

- 1. The purpose of the AI Use Plan is to protect the safety and security of students, employees, and the school district while allowing for appropriate educational and productive enhancements enabled by AI.
- 2. The AI Use Plan must prioritize the security of student, employee, and school district data.
- 3. The AI Use Plan must direct careful and informed consideration of the privacy policies of any products and services considered for use in the school district, including any relevant changes to the policies.

A. School District AI Procedures

The school board directs the Superintendent or designee of the superintendent to recommend to the school board for its approval procedures for staff and students concerning the use of AI that:

- 1. Prohibit AI use inconsistent with school district policies and procedures, classroom instructions and requirements, or federal or Minnesota law;
- 2. Prohibit AI use inconsistent with expectations for staff and student conduct, including those involving discrimination, harassment or hazing, and bullying;
- 3. Prohibit AI input of confidential staff and student data;
- 4. Comply with the H-AI-H model for consequential actions involving AI use;
- 5. Promote AI literacy;
- 6. Require transparency and accountability regarding disclosure of use of AI;
- 7. Require school administration vetting of AI prior to recommending use by staff and students;
- 8. Identify AI approved tools for student and staff use and provide guidelines for seeking approval of new AI;

9. Ensure that AI generated material can be retained in accordance with the school district's Records Retention schedule, as set forth in Article X. below;
10. Clarify that staff and students are responsible for all reasonably foreseeable negative consequences of use of AI;
11. Provide guidance on handling incidents in which AI-generated images, audio, video, or text involving minors are created or distributed;
12. Provide guidance to school district counselors and other staff on recognizing and addressing a student's
 - a. unhealthy AI dependency;
 - b. parasocial and emotional relationships with AI chatbots;
 - c. overreliance on AI for emotional support, decision-making, or social interaction; and
 - d. similar AI-related mental health impacts and conditions.
13. Address agentic AI and autonomous AI actions; and
14. Establish an AI structured incident response plan as required under Article XII.

B. AI Coordinator

The superintendent will designate at least one school district AI Coordinator to monitor advancements, risks, and best practices in the field of AI persons. The AI Coordinator will also serve as a professional resource and advisor for the school district on these topics. The AI Coordinator may consult with experts or others outside the school district, but may share critical or confidential data only under appropriate confidentiality or nondisclosure agreements.

Selection and implementation of student-facing AI resources and use is part of the school district's curriculum development and instructional materials selection process. The AI Coordinator will direct implementation of the AI Use Plan for student-facing AI to provide guidance to professionals making these selections. The AI Coordinator may also serve as an advisor and resource throughout the selection process, particularly when new products and services are considered.

The AI Coordinator will ensure that the AI Use Plan supports acceptable AI tool selection and use in the school district and will be updated as new issues emerge.

VII. STUDENT USE GUIDELINES

Students may use school district-approved AI tools for educational purposes only as directed by teachers and in compliance with assignment guidelines. All AI-generated content must be verified and properly cited. Students are prohibited from inputting personal, confidential, or sensitive information into AI tools, whether such information is about themselves or others. The Superintendent or designee of the superintendent will provide regular training on safe, ethical, and effective AI use, and will review and update guidelines annually. Violations will be addressed according to the Student Discipline Policy, with corrective action and support provided as needed.

A. Permitted Student Uses of AI

When authorized by the teacher, students may use school district-approved AI tools for:

1. Exploring and explaining academic concepts
2. Brainstorming ideas and seeking guidance on research directions
3. Receiving feedback on drafts or assignments
4. All use must comply with teacher instructions and assignment guidelines.

B. Verification and Academic Integrity

1. Students must verify AI-generated information using reliable sources such as textbooks, scientific papers, or reputable educational websites.
2. Any content generated or significantly assisted by AI must be transparent and cited as required by the teacher and the assignment.
3. Submitting AI-generated content or content significantly assisted by AI as original work without attribution is prohibited.

C. Privacy and Data Protection

Students must not upload or input personal, confidential, proprietary, or sensitive information into any AI tool. Examples include but are not limited to:

1. Passwords
2. Names, likenesses, or Social Security numbers
3. Credit card or bank account numbers
4. Information from non-public school district documents
5. Details from IEPs, Section 504 plans, or medical records

D. Prohibited Student Uses of AI

Students may not use AI tools to:

1. Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material;
2. Engage in harassment, discrimination, bullying, or disparagement of others based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;
3. Violate any school district policy, classroom rule, or applicable law; or
4. Utilize AI to create deep fakes, synthetic media, voice cloning, or similar content. Staff may not create synthetic images, audio, video, or texts concerning another individual without the individual's explicit and legally permissible consent.

E. Reporting and Support

Students should report concerns about AI misuse or unsafe practices to the teacher or principal.

F. Consequences for Misuse

Student violations of this policy will be addressed by teachers and school staff. Disciplinary action may be taken as outlined in the school district's Student Discipline Policy. Violation may result in loss of AI privileges and/or further disciplinary or legal action, as appropriate.

VIII. STAFF USE GUIDELINES

Staff may use school district-approved AI tools to enhance educational experiences, provided all use complies with applicable laws and school district policies. Staff must not input confidential, proprietary, or sensitive information into AI tools. Staff are responsible for guiding and supervising student use, setting clear expectations, and ensuring proper attribution. The school district will provide ongoing training and support and will review staff guidelines regularly. Violations may result in disciplinary action as outlined in school district policy.

A. Staff Use of AI for Educational Purposes

1. Staff may consult AI for ideas, outlines, and other methods to enhance students' educational experience, such as supplementing lesson plans, providing differentiated or personalized instruction, and aiding in curriculum development.
2. Staff should guide students in AI use, including creation of clear expectations for AI tool use, attribution guidance, fact-checking, and proofreading.
3. Staff should carefully evaluate the appropriateness of AI for educational purposes on a case-by-case basis, considering their appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.
4. Staff should implement the H-AI-H model for AI use involving students;
5. Staff must supervise student use of AI to ensure it is being used appropriately and constructively in the learning process.
6. Teachers who suspect plagiarism or use of AI that violates school district policy should first have a conversation with a student to ensure that they understand expectations for acceptable use.
7. Teachers should consult with school administration to determine appropriate steps to investigate possible violation of this policy.
8. An AI detection tool may have high false-positive rates and may disproportionately flag multilingual speakers or students with specific and unique writing styles. An AI detection tool must be independently validated before a school district staff member uses the tool. AI detection tools will not be the sole basis of information relied upon in an investigation when it is suspected that a student has violated this policy or its related rules or procedures.

B. Staff Use for Work Responsibilities

1. The school district supports AI use by school staff to assist with work responsibilities, improve efficiency, and support students and their families, staff, and the school district. These uses include, but are not limited to, document assistance, research support, administrative tasks, data analysis, and automation.
2. School district staff use of AI to fulfill work responsibilities must be consistent with this policy and other school district policies, procedures, and rules.
3. School district staff shall implement the H-AI-H model and maintain human oversight and professional responsibility for all work, including work in which AI tools have been utilized.

C. Privacy and Data Protection

1. Staff must ensure that their use of any AI tool complies with applicable laws, including those governing data and student privacy, and school district policies, including, without limitation, those regarding student information.
2. Staff should not upload or input any confidential data, private data, proprietary information, personally identifiable information, or sensitive information, including any such school district or student information into any AI tool. Examples include passwords, personal information such as names, likeness, Social Security numbers, credit card or bank account numbers and other credentials, personnel material, information from non-public school district documents, including those identified as or understood to be confidential or sensitive (based on their nature or context) or any other non-public school district information that might be harmful to the school district if disclosed.

D. Prohibited Staff Uses of AI

Staff may not use AI tools to:

1. Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material;
2. Engage in harassment, discrimination, bullying, or disparagement of others based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;
3. Violate any school district policy, classroom rule, or applicable law; or
4. Utilize AI to create deep fakes, synthetic media, voice cloning, or similar content. Staff may not create synthetic images, audio, video, or texts concerning another individual without the individual's explicit and legally permissible consent.

E. Discipline

Staff who violate this policy may be subject to discipline, including termination, as set forth in the Discipline, Suspension, and Dismissal of School District Employees policy.

IX. DATA AND ARTIFICIAL INTELLIGENCE

All data use involving AI must comply with applicable state and federal laws, school district regulations, and acceptable use policies. The school district will train staff and students on data stewardship, privacy, and legal compliance, and will update procedures as laws and technologies evolve. Data privacy safeguards will be reviewed annually, and any changes to AI products or services will be carefully evaluated for impact on data security.

All data use must comply with all state and federal laws and school district regulations and requirements, including the school district's acceptable use and data policies. All school district users must ensure that all AI interactions comply with state and federal laws, especially regarding student data under FERPA, IDEA, CIPA, and COPPA.

Although AI products may claim to have some privacy safeguards in place, users should assume that all consumer AI products make data publicly available unless otherwise indicated pursuant to explicit official agreement with the school district.

X. AI VENDOR AGREEMENTS AND LICENSING

- A. AI technologies procured by the school district must include clear intellectual property rights provisions. Vendors must provide bias testing disclosure, documentation, and incident reporting procedures.
- B. The School district technology department and the Superintendent shall work with legal counsel to develop an AI technologies vendor evaluation, procurement, and licensing process.
- C. Evaluation criteria shall include data handling, model transparency, bias auditing, accessibility compliance, FERPA/COPPA compliance, and data residency.
- D. Educational technology vendors must identify AI technology components embedded in the educational technology supplied to the school district.
- E. AI technologies supplied to the school district must comply with the school district's policies and procedures, including this policy and the procedures developed by the superintendent and designees of the superintendent.
- F. A contractual agreement between the school district and an AI vendor must
 - 1. establish the ownership of content created through use of the vendor's AI technology services. Vendor terms of service that assert broad vendor rights to user-generated content are prohibited for school district use;
 - 2. address data processing;
 - 3. prohibit use of student data for model training;
 - 4. establish data deletion rights;
 - 5. provide vendor risk tiers aligned with this policy's AI tool types and categories;
 - 6. include interoperability requirements that prevent vendor lock-in;
 - 7. address the ramifications if the vendor changes terms of service, is acquired by another entity, or discontinues operation; and
 - 8. set forth breach notification requirements

- G. Users of AI technologies provided by the school district must comply with vendor terms of service and licensing agreements. Violation of an AI technology service agreement may result in the user's loss of access and disciplinary action.
- H. The AI Coordinator will review Article X. as part of the AI Coordinator's regular review and update of school district-approved AI technologies, plan, and procedures.

XI. AI AND RECORDS RETENTION

- A. A document created, received, or maintained through an AI system may constitute a school district record.
- B. AI-generated or AI-assisted data shall be treated as a school district record when the data:
 - 1. documents a school district action, policy, or operation; or
 - 2. is relied upon when making an educational, administrative, or financial decision;
- C. Records described in Paragraph B. above shall be retained pursuant to the school district's Records Retention schedule.

XII. REPORTING AI-RELATED CONCERNS, MISUSE, AND INCIDENTS

- A. Staff and students should contact the building principal or the principal's designee if concerns regarding safe and effective use of AI arise or if they suspect AI misuse that violates school district policies, procedures, or applicable laws.
- B. The AI Coordinator will develop an AI structured incident response plan that includes response protocols for AI-generated CSAM or intimate imagery, data breach through use of an AI tool, AI-facilitated cheating at scale, deep fakes, student welfare concerns, and related matters. The AI structured incident response plan will also establish:
 - 1. notification protocols that include parents, law enforcement, and state or federal agencies as appropriate;
 - 2. clear escalation paths that identify the school district staff responsible for each escalation level;
 - 3. procedures for preserving incident documentation and evidence;
 - 4. a post-incident review process.

XIII. TRAINING OF SCHOOL DISTRICT STAFF, TEACHERS, AND STUDENTS

The school district will train all school district staff, teachers, and students on the requirements of this policy, AI procedures and plans, and other school district policies regarding data management and privacy, acceptable uses of AI, and AI prohibitions.

XIV. NOTICE

The school district will inform students, parents, and guardians about AI use in the school district, including any significant changes to the AI Use Plan.

XV. REVIEW

The school district’s administration will regularly review use of AI and recommend safety, privacy, student and staff needs, and other relevant updates to the school board.

The AI Coordinator and the superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using AI and to help ensure that the school district adapts to changing technologies and circumstances.

Legal References: Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 604.32 (Cause of Action for Nonconsensual Dissemination of a Deep Fake Depicting Intimate Parts or Sexual Acts)
Minn. Stat. § 609.771 (Use of Deep Fake Technology to Influence Election)
Minn. Stat. § 617.262 (Nonconsensual Dissemination of a Deep Fake Depicting Intimate Parts or Sexual Acts)
15 U.S.C. §§ 6501-6506 (Children’s Online Privacy Protection Act)
18 U.S.C. §§ 2510-2523 (Electronic Communications Privacy Act)
18 U.S.C. §§ 2701-2713 (Stored Communications Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights Amendment)
20 U.S.C. §§ 1400-1419 (Individuals with Disabilities Education Act)
29 U.S.C. § 701 et seq. (Rehabilitation Act of 1973)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 406: Public and Private Personnel Data
MSBA/MASA Model Policy 409: Employee Publications, Instructional Materials, Inventions, and Creations
MSBA/MASA Model Policy 506: Student Discipline (Forms Attached)
MSBA/MASA Model Policy 514: Bullying Prohibition Policy
MSBA/MASA Model Policy 515: Protection and Privacy of Pupil Records (Form Attached)
MSBA/MASA Model Policy 524: Internet, Technology, and Cell Phone Acceptable Use and Safety Policy (Form Attached)
MSBA/MASA Model Policy 524.5: Personal Electronic Communication Devices
MSBA/MASA Model Policy 601: School District Curriculum and Instruction Goals
MSBA/MASA Model Policy 603: Curriculum Development

Resources: U.S. Department of Education: [Artificial Intelligence and the Future of Teaching and Learning](#) (accessed 11/03/25)
U.S. Department of Education: [Artificial Intelligence \(AI\) Guidance](#)
Minnesota Department of Education: [Artificial Intelligence in Education](#) (accessed 11/03/25)
Minnesota IT Services: [Transparent Artificial Intelligence Governance Alliance](#) (accessed 02/24/26)
MNGAIA AI4MN: [Centering Relationships, Empowering Learners: AI that Elevates Human Work](#) (accessed 02/16/26)
Consortium for School Networking (CoSN): [Artificial Intelligence](#) (accessed 12/12/25)
Digital Promise: [Artificial Intelligence in Education](#) (accessed 12/12/25)
International Society for Technology in Education (ISTE): [Artificial Intelligence in Education](#) (accessed 12/12/25)
National AI Literacy Day: [AI Literacy Day Resources](#) (accessed 12/12/25)

National Center on Education and the Economy (NCEE): [Framework for AI-Powered Learning Environments](#) (accessed 11/03/25)

PIPO-AASA: [A District Guide to Data Minimization in the Age of AI](#) (accessed 11/14/25)

Public Interest Privacy Center: [From Data Privacy to Discrimination: Examining the Legal Ramifications of AI in Schools \(April 2024\)](#) (accessed 12/12/25)

TeachAI: [AI Guidance for Schools Toolkit](#) (accessed 11/03/25)

MUTUAL TERMINATION AND RELEASE AGREEMENT
(Addendum to Lease Agreement Dated 2023)

This Mutual Termination and Release Agreement ("Agreement") is entered into by and between **Long Prairie-Grey Eagle School District #2753** ("Lessor"), and **Freshwater Education District #6004** ("Lessee").

RECITALS

WHEREAS, the parties entered into a Lease Agreement commencing July 1, 2023 and ending June 30, 2028, for approximately 3,269 square feet of space located at 308 1st Street South, Door #W6, Long Prairie, MN 56347;

WHEREAS, the Lease permits termination by mutual consent of the parties;

WHEREAS, the parties have mutually agreed to terminate the Lease prior to its scheduled expiration date;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the parties agree as follows:

1. Termination Date

The Lease Agreement shall terminate effective June 30, 2026 ("Termination Date"). All rights and obligations under the Lease shall cease as of the Termination Date, except as expressly provided in this Agreement.

2. Rent and Financial Settlement

- a. Lessee shall pay all rent due through June 30, 2026.
- b. No rent shall be owed for the period July 1, 2026 through June 30, 2028.
- c. Any outstanding invoices or shared expense adjustments shall be reconciled within thirty (30) days of the Termination Date.
- d. The total lease amount originally stated (\$61,848) shall be considered satisfied proportionately through June 30, 2026, and no early termination penalty shall apply.

3. Surrender of Premises

- a. Lessee shall vacate the premises on or before June 30, 2026.
- b. Premises shall be returned in substantially the same condition as received, reasonable wear and tear excepted.
- c. Lessee shall remove its furnishings, equipment, signage, and personal property prior to surrender.
- d. Any damage beyond normal wear and tear shall be repaired by Lessee or otherwise resolved by mutual agreement.

4. Equipment and Improvements

- a. Any improvements or remodeling funded by Lessor shall remain with the property.
- b. Lessee-installed signage or non-permanent improvements shall be removed.
- c. Permanently affixed fixtures shall remain unless otherwise mutually agreed in writing.

5. Mutual Release

Effective June 30, 2026, each party releases the other from any and all claims, demands, or obligations arising out of the Lease for any period after the Termination Date. This release does not apply to obligations incurred prior to June 30, 2026.

6. Board Approval Required

This Agreement shall not be effective unless approved by formal action of both governing boards.



Gopher Stage Lighting, Inc
 149 Thompson Ave. East
 Suite 130
 West St. Paul, MN 55118
 (612) 871-0138
 MN License# TS784995

#Q009844

3/5/2026

Bill To

Accounts Payable
 ISD 2753 Long Prairie Grey Eagle
 205 S 2nd St
 Long Prairie MN 56347-1600
 United States

Ship To

Mitch Ganske
 ISD 2753 Long Prairie Grey Eagle
 205 S 2nd St
 Long Prairie MN 56347-1600
 United States

Quote Expiration	GSL Contact	Re:	Acct. Terms
4/4/2026	David R Johnson	DMX Data and Partial Lighting Fixtures	Net 30

Quantity	Item Description	Unit Price	Line Total
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Lighting Data Distribution

1	<ul style="list-style-type: none"> -DMX data to the following locations: Stage Pipe 1, Stage Pipe 2, Stage Pipe 3, Forestage Grid1, Forestage Grid2, Forestage Grid3, Forestage Grid4, FOH1, FOH2, FOH3, FOH4, DSL(D/X/N/N), Booth (D/N/N/N), Auditorium Side Pipe 1, Auditorium Side Pipe 2, Balcony 1, Balcony 2 -DMX gateways (makes each DMX Output addressable for future expandability) -Network switch -(2) DIN Enclosures -DMX install cable -Terminations, testing, programming <p>This system requires the services of an electrical contractor to perform the following work:</p> <ul style="list-style-type: none"> - Mount new control cabinets to dimmer room wall (re-locate fire extinguisher) -Provide 120VAC control power to control cabinets -Provide conduit paths to existing control cabinet (becomes junction box) -Pull new control wire to the locations listed above and mount new surface box in those locations. -Wire provided by GSL, Data Terminations by GSL -Provide a lift for access to the lighting data positions for terminating and testing. <p>Pricing for the electrical work IS NOT provided in this quotation.</p>		\$18,461.17
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Subtotal - Lighting Data Distribution \$18,461.17

Boxboom Stage Lighting Fixtures

8 Ea	ColorSource Spot V, light engine with EDLT shutter barrel	\$1,550.40	\$12,403.20
8 Ea	Safety Cable, Black	\$3.20	\$25.60
4 Ea	19° lens tube, black	\$240.00	\$960.00
4 Ea	26° lens tube, black	\$240.00	\$960.00
8 Ea	Super-Mega Side Arm 12", Black	\$140.39	\$1,123.12
8 Ea	5' DMX Cable	\$61.24	\$489.92
8 Ea	TC Clamp Black Finish	\$36.94	\$295.52
2 Ea	Dual 20A Relay module	\$568.80	\$1,137.60



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3/5/2026

Quantity	Item Description	Unit Price	Line Total
8 Hr.	Fixture unbox, assemble, program, hang, cable, and focus	\$40.00	\$320.00
	Motorized Lift for access to box booms provided by the school or electrical contractor.		
1	Shipping/Freight	\$100.00	\$100.00
Subtotal - Box Boom Lighting Fixtures			\$17,814.96

Front of House Light Pipes Fixtures

20 Ea	ColorSource Spot V, light engine with EDLT shutter barrel,	\$1,550.40	\$31,008.00
20 Ea	Safety Cable, Black	\$3.20	\$64.00
10 Ea	26° lens tube, black	\$240.00	\$2,400.00
10 Ea	36° lens tube, black	\$240.00	\$2,400.00
20 Ea	5' DMX Cable	\$61.24	\$1,224.80
20 Ea	Mega-Clamp Black	\$15.92	\$318.40
20 Hr.	Fixture unbox, assemble, program, hang, cable, and focus	\$40.00	\$800.00
	Motorized Lift for access to front of house provided by the school or electrical contractor.		
4 Ea	Dual 20A Relay module	\$568.80	\$2,275.20
1	Shipping/Freight	\$150.00	\$150.00
Subtotal - Front of House Light Pipes Fixtures			\$40,640.40

Unless otherwise noted, all shipments are EXW Incoterms 2010, GSL's premises. Tax and shipping not included unless noted.

Subtotal	\$76,916.53
Tax Total (%)	\$0.00
Shipping	\$0.00
Total	\$76,916.53

Scope of Work: GSL

- Provide materials for Data distribution, light fixtures and accessories needed for installation.
- Provide data terminations in control enclosure.
- Unbox, assemble, hang, focus, program light fixtures.
- Program and test control system. Provide additional training on lighting console.

Scope of Work: By Others

Electrical contractor will be needed to provide the following services:



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Suite 130
West St. Paul, MN 55118
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MN License# TS784995

#Q009844

3/5/2026

Scope of Work: By Others

Mount all control enclosures and DMX Output receptacle boxes

Provide control power for control enclosure

Run control wire from control enclosure to 15 locations (control wire provided by GSL)

Terminate control wire at receptacle end.

The school district will provide a single man lift and seating removal/replacement for access to box booms and Front of House "trapeese" light pipes.



Q009844



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#Q009844

3/5/2026

THIS PROPOSAL IS VAILD UNTIL THE EXPIRATION DATE WRITTEN ON THE FIRST PAGE OF THIS PROPOSAL. Customer must accept this Proposal within that time period. After expiration, this quotation is subject to repricing. Customer's acceptance of this proposal constitutes an offer to enter into a contract on the terms stated herein. Orders are effective, and a Contract will be formed, only (a) when Customer's acceptance is accepted and acknowledged by GSL, and (b) if down payment or prepayment is required, upon GSL's receipt of the required down payment or prepayment. Minimum order is \$25.00 net, exclusive of freight. Quotations for custom products are valid for thirty (30) days and, unless different payment terms are identified below, require a 50% down payment. Custom products such as drapes, backdrops, gobos, etc. are non-returnable/non-refundable. Except as specifically noted in the Quotation, prices, models and specifications are subject to change without notice. All compensation quoted is an estimate unless specifically noted otherwise. Customer agrees to pay actual costs and charges based upon the completed shipment.

The payment terms noted above are subject to a satisfactory credit investigation. Unless specifically prohibited, partial shipments will be made. Unless different payment terms are identified above, all orders not subject to prepayment will be invoiced. Federal, state and/or local taxes, duties and other charges are the responsibility of the Customer. All prices are in US Dollars unless otherwise noted on applicable invoices. If Payments are not made within thirty (30) days after the due date, a **SERVICE CHARGE OF ONE AND ONE HALF (1.5) PERCENT PER MONTH (18% PER ANNUM)** or the maximum rate permitted by law, whichever is less, will be charged on any unpaid balance. Service charges may be compounded. See GSL's Terms and Conditions of Contract for further payment terms, including definition of the terms "Net 30," "down," "due upon delivery," and "Pre-Pay".

Notwithstanding the foregoing, if you instruct us to begin, or allow us to continue, performing or providing goods and/or services prior to returning a signed Proposal it will be understood that all terms of this Proposal, and GSL's Terms and Conditions of Contract are acceptable and all parties will be bound by the terms of this Proposal. GSL's Terms and Conditions of Contract are incorporated by reference into this Proposal, and into any subsequent transaction between GSL and Customer.

The following party accepts the scope, terms and conditions outlined in this Proposal; and instructs Gopher Stage Lighting to proceed with the work as outlined:

Accepted By

Signed:
 Name:
 Date:



Q009844



Uhl Company
 9065 Zachary Lane N
 Maple Grove, MN 55369
 United States
securitydivision@uhlco.com
 (763) 425-7226
uhlcompany.com

Fire Alarm System

Quote Q-1439
 Issued on Feb 24, 2026

Client

Long Prairie-Grey Eagle Schools
 dludvigson@lpge.k12.mn.us

Site Address

510 9th Street Northeast
 Long Prairie, Minnesota 56347
 United States

Prepared By

Christian Sucik
christians@uhlco.com
 (612) 328-7292

Locations

Fire System

UHL will provide a fully functional Voice Evac fire alarm system. UHL will demo all smokes and pull stations in the main corridors and areas where smoke coverage is not required by code. UHL will replace all existing smokes for door holds and duct detectors unless the duct system is locally monitored by a conventional in-unit smoke. If the in-unit duct smoke is an addressable smoke ties to the Fire panel UHL will replace on a separate service ticket with the support of the HVAC company for access to the unit)

Upon receiving a signed proposal, our design plan will be submitted to the local AHJ (authority having jurisdiction) for approval. The AHJ may request changes; if so, we will provide an updated proposal before starting the installation.

Please note that an estimated fire alarm permit fee has been included in this proposal. If the AHJ requests changes, we will advise you if those changes result in an increase to the permit fee.

ITEM	QTY
Edwards 4-CPU EST4 Central Processing Unit	1
Edwards EST 4 Network Annunciator Entry annunciator, with paging microphone and audio interface	1
Edwards EST Amplifier power supply and SYNC modules Remote Auxiliary Power Supplies and Signature Amplifiers	2
Edwards EST4 Main Fire panel (Audio System) Main Firepanel, Internal accessories, and audio system components.	1

Edwards SA-DACT Upload/Download Dialer/Modem, Dual-Line, RJ31, mounts to base plate.	1
Edwards SIGA-270 Manual Pull Station - Single Action, 1-stage	4
Edwards Siga-OSD Edwards intelligent multi-criteria optical smoke detector, UL/ULC	40
EST SIGA-CR Control Relay Module. Select for either N.O. or N.C. operation. Rated at 2 amps (24Vdc)	30
EST SIGA-MM1 Monitor Module.	15
Kidde EG4SVWF Wall Speaker/Strobe, 15-110cd, White, FIRE Marking. Room Side Wiring Plate included.	1
Permits	1

Notification update

UHL will replace the existing horn strobes with Gentex voice evacuation speaker/strobes. UHL will also provide and install all additional cabling and amplifiers required to support the new devices.

ITEM	QTY
Kidde EG4SVWF Wall Speaker/Strobe, 15-110cd, White, FIRE Marking. Room Side Wiring Plate included.	1
Misc Misc Conduit, Wire Mold, Emt, Miscellaneous Parts.	1
Permits	1
Wheelock ELSPSTR ELUXA,LED HF SPKR STR,RED,WALL,24VDC, 15/30/75/110/135/185CD,FI	126

Wheelock ELSTR
ELUXA,LED STR,RED,WALL,24V,15/30/75/110/135/185,FIRE

36

Lockdown / Severe weather integration

UHL will follow the (I LOVE YOU GUYS) standard and install and provide integration for the lockdown and severe weather. UHL will provide three (3) buttons to be installed in the front office area, with placement directed by the customer. UHL will integrate with the existing severe weather system where feasible.

ITEM	QTY
Edwards SIGA-270 Manual Pull Station - Single Action, 1-stage	1
EST SIGA-CR Control Relay Module. Select for either N.O. or N.C. operation. Rated at 2 amps (24Vdc)	2
EST SIGA-MM1 Monitor Module.	2
Kidde EG4SVWF Wall Speaker/Strobe, 15-110cd, White, FIRE Marking. Room Side Wiring Plate included.	1
Safety Technology International (STI) SS2129ZA-EN Green cover indoor only flush or surface Turn-to-Reset Illuminated green, red or white stopper station switch with NON-RETURNABLE custom label english	1
Safety Technology International (STI) SS2429EM-EN Blue indoor only flush or surface turn-to-reset (illuminated) stopper station with EMERGENCY label english	1

Audit and Design

ITEM	QTY
Design Build Design build of FA system	1
Kidde EG4SVWF Wall Speaker/Strobe, 15-110cd, White, FIRE Marking. Room Side Wiring Plate included.	1

Project Summary

Fire Alarm

Total Price

\$162,454.22

Overview

1. Pricing is generally valid for 30 days from the date of this proposal.
2. Customer's signature on the attached Proposal forms a binding agreement between Customer and Uhl Company, Inc. ("UHL") for the work described in the Proposal according to the Terms and Conditions contained herein (hereinafter the "Agreement").
3. UHL agrees to use competent personnel and industry standards to perform its work in a timely and professional manner.
4. All labor is to be performed during UHL's normal working hours, unless specified elsewhere in the Proposal.
5. The prices contained in the Proposal are good for 30 days. If at any time the materials, equipment or parts contained in the Proposal become subject to a tariff, levy or other price increase of more than 5% due to action by the U.S. or a foreign government, then UHL shall be entitled to an increase in the price of this Agreement equal to increase in the price of the materials, equipment or parts.
6. UHL represents that it carries Worker's Compensation, general liability, automobile liability, and excess liability insurance policies. Customer shall carry any other insurance necessary for the protection of the project or Customer's interests.
7. Payment is due within 30 days of UHL's invoice date. Interest shall accrue on any unpaid balance at a rate of 1.5% per month. Acceptance by UHL of partial payments shall not constitute any release of collection or lien rights that may exist.
8. In the event of Customer's default of its obligations under this Agreement, other than its payment obligations, UHL will give 10 day's notice to cure. If Customer remains in default after the 10 day cure period, UHL may terminate this Agreement and recover the balance due, in addition to all expenses, damages and costs, including reasonable attorney's fees, incurred by UHL in collecting the outstanding balance owed. In the event Customer fails to make payment within 30 days of being invoiced, UHL may immediately cease all work under this Agreement without notice and cancel this Agreement, at which time the entire Agreement amount shall become due and payable immediately without notice or demand. In addition, Customer shall pay all expenses, damages and costs, including reasonable attorney's fees, incurred by UHL in collecting the outstanding balance owed.
9. If, for any reason, Customer directs a cessation of the work on all or any part of the project, UHL shall be paid for the portion of its work completed at the time of cancellation, including all expenses incurred by UHL in securing the project and ceasing work.
10. Unless otherwise specified in the Proposal, UHL will not furnish any performance or material payment bond. If a bond is requested, Customer agrees to reimburse UHL for the cost of the bond.
11. All labor is warranted for 90 days (except in the case of compressor replacements, which carry a 30 day warranty), while materials, equipment and parts are warranted according to manufacturer specifications. UHL's warranty obligations do not arise if the failure is the result of faulty installation or abuse by others, incorrect electrical connections or alterations made by others, or use under abnormal operating conditions or misapplication of the materials, equipment or parts. Manufacturer warranties may include an allowance for the cost of labor and related costs such as crane rental, refrigerant, etc., for correcting defects in material and workmanship. If the standard manufacturer's warranty does not provide for this additional coverage, Customer shall be responsible for payment of these costs to UHL.
12. UHL MAKES NO OTHER WARRANTIES, EITHER EXPRESSED OR IMPLIED, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND ANY SUCH WARRANTY IS HEREBY DISCLAIMED BY UHL AND EXCLUDED FROM THIS AGREEMENT. UHL'S WARRANTY SPECIFICALLY EXCLUDES COVERAGE FOR ENVIRONMENTAL CONDITIONS, SUCH AS MOLD. UHL HAS MADE NO INSPECTION FOR, NOR MADE ANY REPRESENTATION REGARDING THE EXISTENCE OR NON-EXISTENCE OF MOLD ON THE CUSTOMER'S PREMISES. UHL HAS FURTHER MADE NO PROMISE OR AFFIRMATION THAT THE MATERIALS AND LABOR PROVIDED WILL ASSIST IN THE PREVENTION OR REMEDIATION OF MOLD OR OTHER ENVIRONMENTAL CONCERNS.

13. ANY AND ALL CLAIMS AGAINST UHL MUST BE BROUGHT WITHIN ONE YEAR OF PERFORMANCE OF THE WORK UNDER THIS AGREEMENT. UHL'S LIABILITY FOR ANY AND ALL CLAIMS ARISING FROM OR IN ANY WAY CONNECTED TO UHL'S WORK UNDER THIS AGREEMENT SHALL NOT EXCEED THE TOTAL AMOUNT OF THIS AGREEMENT. UNDER NO CIRCUMSTANCES, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), EQUITY OR OTHERWISE, WILL UHL BE RESPONSIBLE FOR ANY CLAIMS FOR LOSS OF USE, LOSS OF PROFIT, INCREASED OPERATING OR MAINTENANCE EXPENSES, CLAIMS OF CUSTOMER'S TENANTS OR CLIENTS, OR ANY SPECIAL, INDIRECT OR CONSEQUENTIAL DAMAGES ARISING FROM OR IN ANY WAY CONNECTED TO UHL'S WORK UNDER THIS AGREEMENT.
14. UHL's pricing does not include any cost that may be incurred due to the existence of hazardous material or its removal or disposal, unless specifically provided for in the Agreement. If costs are incurred by UHL due to the existence of hazardous material, those costs will be paid by Customer without the need for written approval.
15. This Agreement, including these Terms and Conditions and the Proposal, constitutes the entire agreement and complete understanding between the parties. No verbal representations shall be binding on either party and Customer agrees that it is not relying on any representation made by UHL that is not contained herein.
16. These Terms and Conditions may in some instances conflict with terms and conditions or other documents issued by Customer. In such case, the Terms and Conditions contained herein shall govern and Customer acknowledges and agrees that acceptance of this Proposal is conditioned upon Customer's acceptance of the Terms and Conditions herein.
17. UHL shall not be liable for any penalty or damage, delay or injury, or for failure to give notice of delay, or to perform, when such damage, delay, injury or failure is due to the elements, acts of god, acts of the owner, act of civil or military authority, war, riots, terrorism, concerted labor action, strikes, shortages of materials, accidents or any causes beyond the reasonable control of UHL. If such a delay occurs, the completion date shall be deemed extended for a period of time equal to the time lost due to any delay excusable under this provision.

Signature

Date