



**Board of Education
Big Lake School District #727
Regular Meeting**

Mission Statement

Our mission is to challenge, educate, & inspire all students
to reach their highest level of achievement in
academics, athletics, & the arts.

**Wednesday, February 25, 2026
6:00 PM
Middle School Student Center
601 Minnesota Ave
Big Lake, MN 55309**

I. Call to Order	
Chair, Tonya Reasoner	
II. Roll Call	
Chair, Tonya Reasoner	
III. Approve Agenda	
Chair, Tonya Reasoner	
IV. Pledge of Allegiance	
Chair, Tonya Reasoner	
V. Open Forum	3
Chair, Tonya Reasoner	
VI. Consent Agenda	
Chair, Tonya Reasoner	
A. Previous Minutes	4
Minutes from the January 28, 2026 Regular Board Meeting and the February 11, 2026 Work Session	
B. Claims and Accounts	8
Claims and Accounts for the month of February	
C. Credit Card Report	20
D. Personnel	24
E. Fundraisers	25
F. Extended Field Trip Requests	26
Gymnastics, Wrestling, Robotics, and High School Summer New York trip	
G. Amended SRO Contract	30
H. Approval of One Read Policies	35
416 Drug, Alcohol, and Cannabis Testing; 417 Chemical Use and Abuse; 501 School Weapons; 513 School Promotion, Retention, and Program Design; 519 Interviews of Students by Outside Agencies; 601 Curriculum and Instruction Goals; 612.1 Development of Parent and Family Engagement Policies for Title I Programs; 616 School District System Accountability; 621 Literacy and The Read Act; 709 Student Transportation Safety Policy; 722 Public Data Requests	
VII. Donations	107
Chair, Tonya Reasoner	
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Director of American Indian Education, Ben Bonnett and American Indian Education Coordinator, Raven Gonser	
IX. MTSS Update	117
MTSS Coordinator, Ben Bonnett	
X. Financial Report	158
Director of Business Services, Angie Manuel 1	
January report will be presented.	
XI. Approve 26-27 LTFM Plan Revision #2	169

Director of Business Services, Angie Manuel and Director of Buildings and Grounds, TJ Zerwas	
XII. Presentation and Acceptance of 2026 Middle School Special Education Renovations Bid	171
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XIII. Presentation and Acceptance of 2026 Pool Improvements Bid	173
Director of Buildings and Grounds, TJ Zerwas	
XIV. Pursue Achievement and Integration Funding Approval	174
Assistant Superintendent of Teaching and Learning, Minda Anderson	
XV. First Reading of Policies	189
Superintendent Truebenbach	
606 Textbooks and Instructional Materials; 610 Student Field Trips; 610A Extended Field Trip Request Form; 712 Video Surveillance	
XVI. School Board Committee/Representative Updates	
A. Finance Committee	
Board Treasurer, Amber Sixberry	
B. Policy Committee	
Board Clerk, Ashley Schabilion	
C. Buildings and Grounds Committee	
Board Chair, Tonya Reasoner	
D. School Board Representatives	
XVII. Superintendent Report	
Superintendent, Tim Truebenbach	
A. Cabinet Department Update	
XVIII. Announce Closed Session for Negotiation Strategy	
Chair, Tonya Reasoner	
XIX. Adjournment	
Chair, Tonya Reasoner	

Strategic Plan Focus Areas

Student Support

Staff Support

Family & Community Engagement



OPEN FORUM

An open forum is scheduled during the beginning of each regular School Board meeting to allow district residents the opportunity to address the Board.

If you would like to address the Board, please fill out a slip with your name and address, and provide to the Chair prior to the meeting start time.

The guidelines for open forum are as follows:

3

1. Speakers must state their name
2. Each speaker will be provided three minutes
3. No action can be taken unless the matter addressed is formally on the agenda
4. Speaker will not make negative comments regarding any employee of the District
5. The Board Chair can end the Open Forum at any time
6. Please note that data privacy laws do not allow for any matters concerning individual employees or students to be discussed

BIG LAKE SCHOOLS
INDEPENDENT SCHOOL DISTRICT 727
BIG LAKE, MINNESOTA

Minutes of the Regular Meeting
January 28, 2026
6:00 PM

I. CALL TO ORDER

The regular meeting of the Board of Education of Independent School District No. 727, Big Lake Schools, was called to order on January 28, 2026 at 6:01 PM in the Middle School Student Center by Chair Reasoner.

II. ROLL CALL

The following Board members were present: Ms. Chelsey Hancock, Ms. Amber Sixberry, Ms. Tonya Reasoner, Ms. Lenette Brown, Ms. Ashley Schabilion, Mr. Derek Nelson, and Student Representative Alexis Gosewisch.

III. APPROVE AGENDA

A motion was made by Schabilion seconded by Sixberry to approve the agenda.

The motion carried 6-0.

IV. PLEDGE OF ALLEGIANCE

Chair Reasoner and the Board led the Pledge of Allegiance.

V. OPEN FORUM

Greta Schwartz addressed the board on student council.

VI. CONSENT AGENDA

A motion was made by Schabilion seconded by Hancock to approve the following:

- A. PREVIOUS MINUTES from the December 17, 2025 Truth in Taxation Hearing, the December 17, 2025 regular meeting, the January 7, 2026 Organizational Meeting, and the January 7, 2026 work session
- B. CLAIMS AND ACCOUNTS for the month of January in the amount of \$1,815,164.73 checks 108081-108227
- C. CREDIT CARD REPORT
- D. PERSONNEL

January 2026 Personnel				
Employee (Last, First Name)	Position	Building	Effective Date	Action Type
Ramon, Wilson	Paraeducator	High School	01/19/2026	New Hire
Arko, Jamie	Teacher	Independence	12/31/2025	Transfer
Kvalheim, Emma	LTS Teacher	Liberty	02/02/2026	New Hire
McClure, Kayla	Paraeducator	Independence	01/26/2026	Transfer
Foster, Alexis	Paraeducator	Independence	02/02/2026	Transfer
Woltman, Nicole	LTS Teacher	Independence	02/26/2026	Rehire

E. AUDIT REPORT

The motion carried 6-0.

VII. DONATIONS

A motion was made by Reasoner seconded by Sixberry to approve the following donations:

Donor	Item	Designated Purpose (if any)
Big Lake Spud Fest	\$43,000.00	Field trip expenses
Big Lake Girls Basketball Booster Club	\$1,200.00	Charter bus to Fergus Falls
Big Lake Boys Fast Break Club	\$565.00	Charter bus to Perham
Mary of the Visitation	Gift cards, clothing, shoes, and gloves	Students in need at Independence and Liberty
Big Lake Spud Fest	\$3,000.00	NWTA Scholarships
Lupulin Brewing Company	\$75.00	Help struggling students and families

The motion carried 6-0.

VIII. FINANCIAL REPORT

Director of Business Services, Angie Manuel, presented the financial report for December. A motion was made by Nelson seconded by Brown to approve the financial report as presented.

The motion carried 6-0.

IX. RESOLUTION FOR PROGRAM REDUCTION

A motion was made by Sixberry seconded by Schabilion to approve the following resolution:

CONSIDERATION OF PROGRAM REDUCTION RESOLUTION

WHEREAS, the financial condition of the school district dictates that the Board of Education may have to consider the reduction of expenditures, and

WHEREAS, such reductions in expenditures may include discontinuance of positions and discontinuance or curtailment of programs, and

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

THEREFORE, BE IT RESOLVED, by the Big Lake Independent School District No. 727 Board of Education as follows:

That the Board of Education hereby directs the superintendent of schools and administration to consider the discontinuance of programs or positions to effectuate economics in the school district and reduce expenditures and make recommendations to the Board of Education for the discontinuance of programs, curtailment of programs, discontinuance of positions, or curtailment of positions.

After a roll call vote, the motion carried 6-0.

X. APPROVE NON-CORE PROGRAM CLASS SIZE RANGE

A motion was made by Sixberry seconded by Nelson to approve changing non-core class size range from variable to 26-30 with the stipulation that any class that falls below 26 would need Superintendent and Assistant Superintendent approval.

The motion carried 6-0.

XI. APPROVE AMENDED LTFM PLAN

A motion was made by Reasoner seconded by Brown to approve the following resolution:

Pursuant to due call and notice thereof, a School Board meeting of Independent School District No. 727, Big Lake, Minnesota, was held on January 28th, 2026, at 6:00 pm, for the purpose, in part, of approving the District’s amended FY 27 Long-Term Facility Maintenance Ten-Year Plan as established in Minnesota Statutes 2024, section 123B.595 School Board Member _____ introduced the following resolution and moved its adoption.

**RESOLUTION ADOPTING INDEPENDENT SCHOOL DISTRICT NO. 727
AMENDED FY 27 LONG-TERM FACILITIES MAINTENANCE TEN-YEAR PLAN**

BE IT RESOLVED that School Board of Independent School District No. 727, State of Minnesota, approves the attached amended FY 27 Long-Term Facilities Maintenance Plan.

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

And the following voted against:

WHEREUPON the resolution was declared duly passed and adopted on the 28th day of January 2026.
After a roll call vote, the motion carried 6-0.

XII. LIBERTY ELEMENTARY SCHOOL SHORT TERM RADON TEST RESULTS
Director of Buildings and Grounds, TJ Zerwas, presented the results to the board.

XIII. SCHOOL BOARD COMMITTEE/REPRESENTATIVE UPDATES
a. Finance—Reviewed budget projections
b. Policy—no meeting
c. Buildings and Grounds—no meeting
d. School Board Representatives—MSBA conference and Joint Powers Meeting

XIV. SCHOOL BOARD STUDENT REPRESENTATIVE REPORT
School Board Student Representative, Alexis Gosewisch, gave her report to the board.

XV. SUPERINTENDENT REPORT
Superintendent Truebenbach gave his report to the board. Policy Committee meeting scheduled for Wednesday, February 18, 2026 at 5:30 in the district office.
a. Cabinet Department Update—Assistant Superintendent of Teaching and Learning, Minda Anderson, updated the board on the PD day.

XVI. ANNOUNCE CLOSED SESSION FOR NEGOTIATION STRATEGY
Chair Reasoner read the statement to enter a closed session. A motion was made by Nelson seconded by Hancock to enter a closed session for negotiation strategy after the regular meeting adjournment.
The motion carried 6-0.

XVII. ADJOURNMENT
The meeting was adjourned by Chair Reasoner at 6:52 PM.

Clerk, Ashley Schabilion
Approved February 25, 2026

BIG LAKE SCHOOLS
INDEPENDENT SCHOOL DISTRICT 727
BIG LAKE, MINNESOTA

Minutes of the Work Session
February 11, 2026
6:00 PM

I. CALL TO ORDER

The Work Session of the Board of Education of Independent School District No. 727, Big Lake Schools was called to order on February 11, 2026 at 6:07 PM, in the Middle School Student Center, by Chair Reasoner.

II. ROLL CALL

The following Board members were present: Ms. Chelsey Hancock, Ms. Amber Sixberry—arrived at 6:28 PM, Ms. Tonya Reasoner, Ms. Ashley Schabilion, and Mr. Derek Nelson. Absent: Ms. Lenette Brown.

III. BUDGET UPDATE

Director of Business Services, Angie Manuel, updated the board on the timing and potential budget reductions. The work session scheduled for March 11, 2026 will be rescheduled to March 18, 2026 at 6:00 PM in the Middle School Student Center.

IV. ANNOUNCE AND APPROVE CLOSED SESSION FOR NEGOTIATION STRATEGY AFTER WORK SESSION

Chair Reasoner read the statement to enter a closed session after adjournment of the work session to discuss negotiation strategy. A motion was made by Nelson seconded by Sixberry to approve the closed session.

The motion carried 5-0.

V. ADJOURNMENT

Chair Reasoner adjourned the meeting at 7:02 PM.

Clerk, Ashley Schabilion
Approved February 28, 2026

Big Lake Public Schools, ISD #727

Payment Reg by Check-No Voids

Check Number: 108228-2147483647 Payment Date: 7/1/2025-2/28/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
001	108228	CH	1	08417	AVIBEN	02/06/2026	\$437.89	167707	E 01 005 105 000 000 305	403(B) ADMIN & COMPLAIANCE MONTHI	
001	108228	CH	1	08417	AVIBEN	02/06/2026	\$425.14	167685	E 01 005 105 000 000 305	403(B) ADMIN & COMPLIANCE MONTHLY	
Check Total:								\$863.03			
001	108229	CH	1	05236	BEMIDJI STATE UNIVERSITY MUSIC DE	02/06/2026	\$150.00	167684	E 11 300 288 128 000 369	STATE HONOR BAND (FOOD, SHIRT, MU	
Check Total:								\$150.00			
001	108230	CH	1	13241	BENEFIT RESOURCE LLC	02/06/2026	\$200.00	167686	E 01 005 105 000 000 305	COBRA	
Check Total:								\$200.00			
001	108231	CH	1	13182	BIG LAKE GYMNASTICS BOOSTER CLL	02/06/2026	\$402.64	167683	E 11 300 295 122 000 490	JUDGE/COACH HOSPITATLITY ROOM (T	
Check Total:								\$402.64			
001	108232	CH	1	14318	GAME ONE	02/06/2026	\$739.70	167687	E 04 500 560 000 321 436	CE APPAREL	
Check Total:								\$739.70			
001	108233	CH	1	04641	IEA	02/06/2026	\$3,750.00	167688	E 05 005 865 000 352 305	24-26 IAQ STAFF SURVEY & BUILDING V	
Check Total:								\$3,750.00			
001	108234	CH	1	03321	INTERMEDIATE DIST 287	02/06/2026	\$353.60	167689	E 01 998 211 000 000 390	FY 25/26 CARE & TREATMENT JUNE-AU	
Check Total:								\$353.60			
001	108235	CH	1	14350	LORD, AMY	02/06/2026	\$1,000.00	167691	E 01 300 371 212 000 305	PREPARATION & WRITING OF YOUTH SI	
Check Total:								\$1,000.00			
001	108236	CH	1	01146	MONTICELLO PRINTING	02/06/2026	\$323.06	167693	E 01 005 107 000 000 305	POST CARDS KINDERGARTEN	
Check Total:								\$323.06			
001	108237	CH	1	13038	NASP, INC.	02/06/2026	\$207.00	167690	E 04 500 560 000 321 401	1 Box of Easton 1820 Aluminum Archery Ar	
Check Total:								\$207.00			
001	108238	CH	1	05943	NORTH BRANCH HIGH SCHOOL	02/06/2026	\$70.00	167692	E 11 300 292 129 000 369	KNOWLEDGE BOWL INVITE 02/07/2026	
Check Total:								\$70.00			
001	108239	CH	1	13016	NORTHLAND REFRIGERATION INCORF	02/06/2026	\$220.00	167697	E 01 300 810 000 000 350	HS BOILER REPAIRS	
001	108239	CH	1	13016	NORTHLAND REFRIGERATION INCORF	02/06/2026	\$390.00	167694	E 01 300 810 000 000 350	HS BOILER REPAIRS	
001	108239	CH	1	13016	NORTHLAND REFRIGERATION INCORF	02/06/2026	\$310.00	167695	E 01 100 810 000 000 305	INDY BOILER REPAIRS	
001	108239	CH	1	13016	NORTHLAND REFRIGERATION INCORF	02/06/2026	\$387.50	167698	E 01 110 810 000 000 350	LIBERTY BOILER REPAIRS	
001	108239	CH	1	13016	NORTHLAND REFRIGERATION INCORF	02/06/2026	\$2,828.08	167696	E 01 300 810 000 000 350	HS AUDITORIUM MEZZANINE PUMPS RI	
Check Total:								\$4,135.58			
001	108240	CH	1	04796	PRINCETON ISD #477	02/06/2026	\$330.00	167700	E 04 500 560 000 321 305	CE YOUTH ARCHERY TOURNAMENT 02/	
Check Total:								\$330.00			

Big Lake Public Schools, ISD #727

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001	108241	CH	1	14341	RIGNEY, ELAINE MARIE	02/06/2026	\$58.50	167699	E 04 500 565 090 321 305	MAKE A EUROPEAN ICING/PLANNING A
					Check Total:			\$58.50		
001	108242	CH	1	05565	ROCORI/COLDSRING ISD #750	02/06/2026	\$200.00	167701	E 11 201 294 115 000 369	WRESTLING TOURNAMENT 01/10/2026
					Check Total:			\$200.00		
001	108243	CH	1	14205	ST FRANCIS AREA SCHOOLS AMERICA	02/06/2026	\$179.09	167703	E 01 300 211 000 320 369	12/19 FOOD & DRINKS/STOCKINGS/ORN
					Check Total:			\$179.09		
001	108244	CH	1	13084	STROMME, BRENT	02/06/2026	\$1,000.00	167704	E 01 005 211 000 799 305	STAFF WELLNESS DAY GUEST SPEAKE
					Check Total:			\$1,000.00		
001	108245	CH	1	14342	SUSTAINABLE SAFARI	02/06/2026	\$975.00	167702	E 04 500 570 000 321 369	WILDLIFE SHOW IN HOUSE FIELDTRIP C
					Check Total:			\$975.00		
001	108246	CH	1	12845	SYSCO-MINNESOTA INC	02/06/2026	\$98.22	167705	E 02 100 770 000 701 401	INDY FS SUPPLIES
					Check Total:			\$98.22		
001	108247	CH	1	13541	TNT AUDIO INC	02/06/2026	\$850.00	167706	E 11 300 296 121 000 305	DANCE INVITATIONAL 01/19/2026
					Check Total:			\$850.00		
001	108248	CH	1	12226	DARRYL WALETZKO	02/06/2026	\$8,140.00	167710	E 01 005 810 000 000 363	JANUARY 2026 SNOW REMOVAL
					Check Total:			\$8,140.00		
001	108249	CH	1	13166	LRS OF MINNESOTA	02/06/2026	\$1,190.50	167711	E 01 300 810 000 000 333	HS WASTE SERVICES FEBRUARY 2026
001	108249	CH	1	13166	LRS OF MINNESOTA	02/06/2026	\$1,015.71	167711	E 01 201 810 000 000 333	MS WASTE SERVICES FEBRUARY 2026
001	108249	CH	1	13166	LRS OF MINNESOTA	02/06/2026	\$1,015.71	167711	E 01 100 810 000 000 333	INDY WASTE SERVICES FEBRUARY 202
001	108249	CH	1	13166	LRS OF MINNESOTA	02/06/2026	\$1,177.18	167711	E 01 110 810 000 000 333	LIBERTY WASTE SERVICES FEBRUARY
001	108249	CH	1	13166	LRS OF MINNESOTA	02/06/2026	\$178.72	167711	E 01 005 810 000 000 333	GROUNDS WASTE SERVICES FEBRUAF
					Check Total:			\$4,577.82		
001	108250	CH	1	10327	NAC MECHANICAL AND ELECTRICAL S	02/06/2026	\$692.50	167712	E 05 005 865 000 349 350	RPZ TESTING 02/01/2026-01/31/2027
					Check Total:			\$692.50		
001	108251	CH	1	13016	NORTHLAND REFRIGERATION INCORP	02/06/2026	\$310.00	167713	E 01 300 810 000 000 305	HS B&G REPAIRS
					Check Total:			\$310.00		
001	108252	CH	1	10633	WOLD ARCHITECTS AND ENGINEERS	02/06/2026	\$4,912.43	167714	E 05 300 866 000 366 305	2026 BIG LAKE HS POOL HVAC
					Check Total:			\$4,912.43		
001	108253	CH	1	02527	MCGRAW-HILL SCHOOL EDUCATION H	02/06/2026	\$236.52	167716	E 12 100 407 000 740 433	Number Worlds Levels A-G Teacher
001	108253	CH	1	02527	MCGRAW-HILL SCHOOL EDUCATION H	02/06/2026	\$85.20	167716	E 12 100 407 000 740 433	Number Worlds Levels A-G Student
					Check Total:			\$321.72		

Big Lake Public Schools, ISD #727

Payment Reg by Check-No Voids

Check Number: 108228-2147483647 Payment Date: 7/1/2025-2/28/2026

Bank	Check No	Ty	Grp Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001	108254	CH	1 01908	MINNESOTA HISTORICAL SOCIETY	02/06/2026	\$390.00	167715	E 01 300 211 000 320 369	MILLE LACS SCHOOL/YOUTH GROUP/G
Check Total:						\$390.00			
001	108255	CH	1 09973	A TOUCH OF MAGIC, INC.	02/06/2026	\$806.00	167722	E 04 500 570 000 321 369	MIXED NUTS COMEDY-INDOORS 08/19/2
Check Total:						\$806.00			
001	108256	CH	1 13449	FRSecure LLC	02/06/2026	\$2,650.00	167718	E 01 005 630 000 000 305	PO 34703 SOCIAL SPEAR PHISHING
Check Total:						\$2,650.00			
001	108257	CH	1 04315	NOVACARE REHABILITATION	02/06/2026	\$350.00	167719	E 11 300 296 122 000 305	ATHLETIC TRAINING-TRUE TEAM GYMN
Check Total:						\$350.00			
001	108258	CH	1 01187	SCHMITT MUSIC CENTERS	02/06/2026	\$78.30	167720	E 01 201 208 951 000 305	2025/2026 Supply/Maintenance Agreement
Check Total:						\$78.30			
001	108259	CH	1 12762	T-MOBILE	02/06/2026	\$140.00	167721	E 01 005 630 000 000 320	INTERNET SERVICES 12/21/2025-01/20/2
Check Total:						\$140.00			
001	108260	CH	1 04234	MN CHILD SUPPORT PYMT CENTER	02/05/2026	\$293.50	167733	B 01 215 081	Child Support
001	108260	CH	1 04234	MN CHILD SUPPORT PYMT CENTER	02/05/2026	\$129.13	167733	B 12 215 081	Child Support
Check Total:						\$422.63			
001	108261	CH	1 14034	NORTH DAKOTA CHILD SUPPORT DIVI	02/05/2026	\$858.68	167736	B 12 215 081	Child Support
Check Total:						\$858.68			
001	108262	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/05/2026	\$1,010.87	167740	B 01 215 040	U Due Nc
001	108262	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/05/2026	\$135.98	167740	B 04 215 040	U Dues Nc
001	108262	CH	1 01973	SCHOOL SERVICE EMP LOCAL 284	02/05/2026	\$2,111.41	167740	B 12 215 040	U Due Nc
Check Total:						\$3,258.26			
001	108263	CH	1 14143	109 ARCHERY	02/13/2026	\$518.00	167758	E 04 500 560 000 321 305	CE YOUTH ARCHERY TOURNAMENT 03/
Check Total:						\$518.00			
001	108264	CH	1 01026	BLICK ART MATERIALS LLC	02/13/2026	\$59.90	167759	E 01 300 361 000 830 433	HS SUPPLIES
Check Total:						\$59.90			
001	108265	CH	1 01035	cmERDC	02/13/2026	\$75.00	167764	E 01 005 110 000 000 305	2025 1099 UPLOAD
Check Total:						\$75.00			
001	108266	CH	1 01475	CONNEXUS ENERGY	02/13/2026	\$30.15	167762	E 01 005 810 860 000 331	#416856-237326 SOFTBALL CONCESSIO
001	108266	CH	1 01475	CONNEXUS ENERGY	02/13/2026	\$6,369.34	167762	E 01 100 810 000 000 331	#416856-242663 INDY ELECTRICAL 12/11
001	108266	CH	1 01475	CONNEXUS ENERGY	02/13/2026	\$8,450.19	167762	E 01 110 810 000 000 331	#416856-264923 LIBERTY ELECTRICAL 1
001	108266	CH	1 01475	CONNEXUS ENERGY	02/13/2026	\$56.36	167762	E 01 005 810 860 000 331	#416856-310758 BASEBALL FIELD LIGHT

Big Lake Public Schools, ISD #727

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Check Number: 108228-2147483647 Payment Date: 7/1/2025-2/28/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
001	108266	CH	1	01475	CONNEXUS ENERGY	02/13/2026	\$98.03	167762	E 01 005 810 860 000 331	#416856-310759 SOFTBALL FIELD LIGHT	
Check Total:							\$15,004.07				
001	108267	CH	1	07691	CRYSTEEL TRUCK EQUIPMENT INC	02/13/2026	\$219.29	167763	E 01 005 810 000 000 401	B&G SUPPLIES	
Check Total:							\$219.29				
001	108268	CH	1	13929	FERBUYT, SUSAN	02/13/2026	\$420.00	167776	E 11 300 288 128 000 305	SOLO & SMALL ENSEMBLE CONTEST 20	
Check Total:							\$420.00				
001	108269	CH	1	06230	GOPHER STATE ONE-CALL	02/13/2026	\$58.10	167765	E 01 005 810 000 000 350	TICKETS & 2026 ANNUAL FACILITY OPEI	
Check Total:							\$58.10				
001	108270	CH	1	01333	MINNESOTA EQUIPMENT	02/13/2026	\$12,500.00	167767	E 05 005 810 000 302 530	Conterra 60" HYDRAULIC ROTARY ANGLI	
001	108270	CH	1	01333	MINNESOTA EQUIPMENT	02/13/2026	(\$400.00)	167767	E 05 005 810 000 302 530	Trade Value	
Check Total:							\$12,100.00				
001	108271	CH	1	01136	MN STATE HIGH SCHOOL LEAGUE	02/13/2026	\$160.00	167766	E 11 300 292 000 000 820	ANNUAL MEMBERSHIP FEE CREDIT/417	
001	108271	CH	1	01136	MN STATE HIGH SCHOOL LEAGUE	02/13/2026	(\$75.00)	167766	E 11 300 292 000 000 820	ANNUAL MEMBERSHIP FEE CREDIT/417	
Check Total:							\$85.00				
001	108272	CH	1	01175	POSTMASTER	02/13/2026	\$2,500.00	167768	B 01 131 002	REPLENISH PERMIT #9	
Check Total:							\$2,500.00				
001	108273	CH	1	13463	SALMON, ABIGAIL	02/13/2026	\$735.00	167769	E 11 300 291 132 000 305	SOLO ENSEMBLE CONTEST REHEARSAL	
Check Total:							\$735.00				
001	108274	CH	1	12845	SYSCO-MINNESOTA INC	02/13/2026	\$63.88	167770	E 02 100 770 000 701 401	INDY FS PAPER BAGS	
001	108274	CH	1	12845	SYSCO-MINNESOTA INC	02/13/2026	\$124.97	167771	E 02 110 770 000 701 401	LIBERTY FS PAPER BAGS	
Check Total:							\$188.85				
001	108275	CH	1	12068	THE WATSON COMPANY, INC.	02/13/2026	\$549.49	167774	E 11 300 298 000 000 490	HS CONCESSIONS	
Check Total:							\$549.49				
001	108276	CH	1	04148	VIKING COCA-COLA BOTTLING CO	02/13/2026	\$848.50	167772	E 11 300 298 000 000 490	HS CONCESSIONS	
001	108276	CH	1	04148	VIKING COCA-COLA BOTTLING CO	02/13/2026	\$710.25	167773	E 11 300 298 000 000 490	HS CONCESSIONS	
Check Total:							\$1,558.75				
001	108277	CH	1	13863	YAHOLA, BRYAN	02/13/2026	\$72.00	167775	E 01 300 211 000 320 305	ACT FEE REIMBURSEMENT	
Check Total:							\$72.00				
001	108278	CH	1	06597	FRONTLINE TECHNOLOGIES GROUP	02/13/2026	\$5,519.54	167777	E 01 005 105 000 000 405	APPLICANT TRACKING FOR INTERNAL E	
Check Total:							\$5,519.54				
001	108279	CH	1	13465	ANDERSON, JULIE	02/13/2026	\$351.00	167783	E 04 500 565 090 321 305	CE CLASSES (TOTAL BOYD/PERSONAL	
Check Total:							\$351.00				

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Payment Reg by Check-No Voids

Check Number: 108228-2147483647 Payment Date: 7/1/2025-2/28/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
001	108280	CH	1	05296	MONTICELLO COMMUNITY ED	02/13/2026	\$236.00	167784	E 04 500 565 090 321 305	CHANHASEN DT "GUYS & DOLLS" TRIP	
Check Total:							\$236.00				
001	108281	CH	1	04849	ST. CLOUD STATE UNIVERSITY	02/13/2026	\$180.00	167785	E 01 201 218 000 388 369	MATH CONTEST 04/09/2026	
001	108281	CH	1	04849	ST. CLOUD STATE UNIVERSITY	02/13/2026	(\$10.00)	167785	E 01 201 218 000 388 369	DISCOUNT	
Check Total:							\$170.00				
001	108282	CH	1	01035	CENTRAL MINNESOTA ERDC	02/13/2026	\$500.00	167789	E 01 005 110 000 000 305	2025 W2 PROCESS	
Check Total:							\$500.00				
001	108283	CH	1	02735	EHLERS & ASSOCIATES, INC	02/13/2026	\$4,400.00	167791	E 07 005 910 000 000 790	2026 CONTINUING DISCLOSURE REPOF	
001	108283	CH	1	02735	EHLERS & ASSOCIATES, INC	02/13/2026	\$2,100.00	167790	E 01 005 110 000 000 305	2026 TNT PRESENTATION	
Check Total:							\$6,500.00				
001	108284	CH	1	10333	SHERBURNE NORTHERN WRIGHT SPE	02/13/2026	\$192,911.00	167792	B 12 121 012	TUITION BILLING	
Check Total:							\$192,911.00				
001	108285	CH	1	01240	WRIGHT TECHNICAL CENTER	02/13/2026	\$2,006.46	167793	E 01 300 740 000 374 377	STUDENT SUPPORT PERSONNEL AID B	
Check Total:							\$2,006.46				
001	108286	CH	1	06507	ACUNA, SANDRA	02/13/2026	\$120.00	167797	E 01 200 219 000 339 358	INTERPRETING SERVICES	
001	108286	CH	1	06507	ACUNA, SANDRA	02/13/2026	\$40.00	167797	E 01 100 219 000 339 358	INTERPRETING SERVICES	
001	108286	CH	1	06507	ACUNA, SANDRA	02/13/2026	\$40.00	167797	E 12 300 407 000 740 305	INTERPRETING SERVICES	
Check Total:							\$200.00				
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$1,312.69	167798	E 01 100 050 000 000 350	INDY ADMIN OFFICE	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$393.37	167798	E 01 110 050 000 000 350	LIBERTY ADMIN OFFICE	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$58.96	167798	E 01 100 203 000 000 350	INDY COPIER	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$40.04	167798	E 04 500 570 000 321 350	KIDS CLUB	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$77.00	167798	R 01 000 000 000 000 099	HEAD START	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$35.03	167798	E 02 005 770 000 701 350	DO FS	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$511.04	167798	E 01 005 110 000 000 350	DO	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$13.57	167798	E 01 005 790 000 320 401	AMERICAN INDIAN ED	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$18.35	167798	E 01 005 640 000 316 305	STAFF DEVELOPMENT	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$11.65	167798	E 04 500 505 000 321 350	COMMUNITY ED	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$1,461.60	167798	E 01 110 203 304 000 350	NEW LIBERTY COPIER	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$4.04	167798	E 04 500 580 000 325 350	ECFE	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$134.38	167798	E 04 500 570 000 321 350	KIDS CLUB	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$451.12	167798	E 04 500 590 000 321 350	HIVE TIME	
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$270.15	167798	E 04 500 596 000 344 350	SCHOOL READINESS	

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$96.38	167798	E 12 110 412 000 740 350	ECSE
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$191.18	167798	E 04 500 505 000 321 350	GENERAL CE
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$191.18	167798	E 04 500 570 000 321 350	KIDS CLUB
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$191.18	167798	E 04 500 596 000 344 350	SCHOOL READINESS
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$3,413.49	167798	E 01 300 211 000 000 350	HS COLOR COPIER
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$31.57	167798	E 01 300 790 000 699 350	PCN GRANT ALLOCATION
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$5,813.28	167798	E 01 100 203 304 000 350	INDY MAINT
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$4,657.40	167798	E 01 110 203 304 000 350	LIBERTY MAINT
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$3,186.13	167798	E 01 201 208 304 000 350	MS MAINT
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$4,692.16	167798	E 01 300 211 304 000 350	HS MAINT
001	108287	CH	1	03102	METRO SALES INC	02/13/2026	\$11,282.50	167798	B 01 131 000	PREPAID BALANCE
Check Total:							\$38,539.44			
001	108289	CH	1	03184	CENTERPOINT ENERGY	02/20/2026	\$500.97	167840	E 01 201 810 000 000 330	#5769708-8 MS FIRM GAS JANUARY 202
001	108289	CH	1	03184	CENTERPOINT ENERGY	02/20/2026	\$7,035.39	167840	E 01 201 810 000 000 330	#5775439-2 MS INT GAS JANUARY 2026
001	108289	CH	1	03184	CENTERPOINT ENERGY	02/20/2026	\$8,216.87	167840	E 01 100 810 000 000 330	#5775443-4 INDY INT GAS JANUARY 202
001	108289	CH	1	03184	CENTERPOINT ENERGY	02/20/2026	\$158.21	167840	E 01 300 810 000 000 330	#5793404-4 HS FIRM GAS JANUARY 202
001	108289	CH	1	03184	CENTERPOINT ENERGY	02/20/2026	\$13,947.64	167840	E 01 300 810 000 000 330	#5793464-8 HS INT GAS JANUARY 2026
001	108289	CH	1	03184	CENTERPOINT ENERGY	02/20/2026	\$205.71	167840	E 01 100 810 000 000 330	#5803273-1 INDY FIRM #2 GAS JANUARY
001	108289	CH	1	03184	CENTERPOINT ENERGY	02/20/2026	\$586.19	167840	E 01 100 810 000 000 330	#5808588-7 INDY FIRM #1 GAS JANUARY
Check Total:							\$30,650.98			
001	108290	CH	1	13218	CENTRAL MN MENTAL HEALTH CENTE	02/20/2026	\$370.00	167824	E 01 005 211 000 799 305	JANUARY 2026 BRIDGES
Check Total:							\$370.00			
001	108291	CH	1	14010	DEANO'S COLLISION SPECIALISTS, INC	02/20/2026	\$733.85	167825	E 01 005 810 000 000 350	B&G REPAIRS 2014 FORD SUPER DUTY
Check Total:							\$733.85			
001	108292	CH	1	13648	EDUTRAK, LLC	02/20/2026	\$1,161.60	167826	E 11 300 292 000 000 405	DATABRIDGE SERVICE & SUPPORT
Check Total:							\$1,161.60			
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$15.47	167827	E 01 300 240 000 000 430	42-010 GOPHER PHENOM PLASTIC MID
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$11.65	167827	E 01 300 240 000 000 430	43-463 SCREAMIN' RAINBOW RESIDEN
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$144.58	167827	E 01 300 240 000 000 430	51-052 CAROLTON F1 TI SHUTTLECOCK
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$203.70	167827	E 01 300 240 000 000 430	72-082 RAINBOW NATIONAL DODGEBAL
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$161.10	167827	E 01 300 240 000 000 430	20-553 RAINBOW BEANBAG BONANZA F
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$359.82	167827	E 01 300 240 000 000 430	51-008 RAINBOW G1000 TWIN SHAFT ST
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$250.20	167827	E 01 300 240 000 000 430	52-022 RAINBOW MIDSIZE ALUMINUM TI

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
001	108293	CH	1	03351	GOPHER SPORT	02/20/2026	\$48.11	167827	E 01 300 240 000 000 430	SHIPPING	
Check Total:								\$1,194.63			
001	108294	CH	1	13130	LINDSEY OSTERMAN	02/20/2026	\$1,416.00	167828	E 01 300 790 000 699 303	PCN MEDIA CONSULTANT FEBRUARY 20	
Check Total:								\$1,416.00			
001	108295	CH	1	01487	MCDOWALL COMFORT MANAGMENT	02/20/2026	\$500.00	167829	E 01 300 810 000 000 350	REWORK COLUMNS AT HIGH SCHOOL	
Check Total:								\$500.00			
001	108296	CH	1	13528	MOBILE RADIO ENGINEERING INC.	02/20/2026	\$399.69	167845	E 01 005 810 000 000 305	B&G REPAIRS	
Check Total:								\$399.69			
001	108297	CH	1	01146	MONTICELLO PRINTING	02/20/2026	\$273.36	167834	E 01 005 107 000 000 305	Kindergarten Registration Flyer	
Check Total:								\$273.36			
001	108298	CH	1	10047	PIONEER CAPITAL SOLUTIONS	02/20/2026	\$35.40	167830	E 04 500 570 000 321 305	CE COLLECTIONS	
Check Total:								\$35.40			
001	108299	CH	1	14174	PYE-BARKER FIRE & SAFETY, LLC	02/20/2026	\$423.20	167831	E 05 201 865 000 363 350	MS B&G MAINTENANCE	
Check Total:								\$423.20			
001	108300	CH	1	04511	STATE OF MINNESOTA DEPARTMENT (	02/20/2026	\$25.00	167842	E 01 100 810 000 000 305	INDEPENDENCE RIGHT-TO-KNOW ACT
001	108300	CH	1	04511	STATE OF MINNESOTA DEPARTMENT (	02/20/2026	\$25.00	167841	E 01 110 810 000 000 305	LIBERTY RIGHT-TO-KNOW ACT
001	108300	CH	1	04511	STATE OF MINNESOTA DEPARTMENT (	02/20/2026	\$25.00	167843	E 01 201 810 000 000 305	MS RIGHT-TO-KNOW ACT
001	108300	CH	1	04511	STATE OF MINNESOTA DEPARTMENT (	02/20/2026	\$25.00	167844	E 01 300 810 000 000 305	HS RIGHT-TO-KNOW ACT
Check Total:								\$100.00			
001	108301	CH	1	12068	THE WATSON COMPANY, INC.	02/20/2026	\$272.16	167832	E 11 300 298 000 000 490	HS CONCESSIONS	
Check Total:								\$272.16			
001	108302	CH	1	13212	THREE SONS HARDWARE LLC	02/20/2026	\$29.54	167833	E 01 300 810 000 000 401	JANUARY 2026 PURCHASES	
001	108302	CH	1	13212	THREE SONS HARDWARE LLC	02/20/2026	\$127.76	167833	E 01 005 810 000 000 401	JANUARY 2026 PURCHASES	
Check Total:								\$157.30			
001	108303	CH	1	04148	VIKING COCA-COLA BOTTLING CO	02/20/2026	\$236.75	167836	E 11 300 298 000 000 490	HS CONCESSIONS	
Check Total:								\$236.75			
001	108304	CH	1	06532	VISION STAFFING	02/20/2026	\$711.00	167835	E 01 005 810 356 000 305	GROUNDS WEEK OF 02/08/2026	
Check Total:								\$711.00			
001	108305	CH	1	07217	WINLECTRIC	02/20/2026	\$35.78	167839	E 01 110 810 000 000 401	LIBERTY B&G SUPPLIES	
Check Total:								\$35.78			
001	108306	CH	1	01165	XCEL ENERGY-NSP	02/20/2026	\$7,986.55	167837	E 01 110 810 000 000 330	LIBERTY GAS 01/08/2026-02/11/2026	
Check Total:								\$7,986.55			

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Check Number: 108228-2147483647 Payment Date: 7/1/2025-2/28/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
001	108307	CH	1	14355	ZIMMERMAN ARCHERY CLUB	02/20/2026	\$260.00	167838	E 04 500 560 000 321 305	CE YOUTH ARCHERY TOURNAMENT 03/	
Check Total:							\$260.00				
001	108308	CH	1	07890	PTMA	02/20/2026	\$613.56	167846	E 45 005 935 000 000 305	BILLABLE ASSETS JANUARY 2026	
Check Total:							\$613.56				
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$11,914.00	167847	E 01 300 399 000 000 391	APRIL 2026 WTC ASSESSMENT	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$3,275.32	167847	E 05 005 865 000 000 390	APRIL 2026 LONG TERM FACILITY MAINT	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$2,394.00	167847	E 01 300 399 000 830 391	APRIL 2026 CTE LEVY	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$11,914.00	167847	E 01 300 399 000 000 391	MAY 2026 WTC ASSESSMENT	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$3,275.32	167847	E 05 005 865 000 000 390	MAY 2026 LONG TERM FACILITY MAINT.	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$2,394.00	167847	E 01 300 399 000 830 391	MAY 2026 CTE LEVY	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$11,914.00	167847	E 01 300 399 000 000 391	JUNE 2026 WTC ASSESSMENT	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$3,275.32	167847	E 05 005 865 000 000 390	JUNE 2026 LONG TERM FACILITY MAINT	
001	108309	CH	1	01240	WRIGHT TECHNICAL CENTER	02/20/2026	\$2,394.00	167847	E 01 300 399 000 830 391	JUNE 2026 CTE LEVY	
Check Total:							\$52,749.96				
001	108310	CH	1	14164	BECKER BULLDOGS ARCHERY	02/20/2026	\$530.00	167861	E 04 500 560 000 321 305	CE YOUTH ARCHERY TOURNAMENT 03/	
Check Total:							\$530.00				
001	108311	CH	1	01033	CM2 SUPPLY	02/20/2026	\$90.00	167862	E 01 300 361 000 830 433	Cust# 05630 HS SHOP SUPPLIES	
Check Total:							\$90.00				
001	108312	CH	1	12605	MRI SOFTWARE LLC	02/20/2026	\$150.00	167853	E 01 005 105 170 000 305	BACKGROUND SCREENING	
Check Total:							\$150.00				
001	108313	CH	1	03361	PAXTON-PATTERSON	02/20/2026	\$840.00	167863	E 01 300 361 000 830 433	16-0486 MILWAUKEE 3/8" 12V DRILL	
Check Total:							\$840.00				
001	108314	CH	1	14353	PROVANTAGE LLC	02/20/2026	\$586.68	167854	E 01 201 256 000 000 430	Texas Instruments TI T1-30XS Multiview Tr	
Check Total:							\$586.68				
001	108315	CH	1	01840	RATWIK, ROSZAK & MALONEY, P.A.	02/20/2026	\$2,502.00	167864	E 01 005 110 305 000 305	JANUARY 2026 LEGAL	
Check Total:							\$2,502.00				
Bank 001 Total:							\$429,851.10				
Report Total:							\$429,851.10				

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Payment Reg by Check-No Voids

Check Number: 108316-2147483647 Payment Date: 7/1/2025-2/28/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
001	108316	CH	1	04234	MN CHILD SUPPORT PYMT CENTER	02/20/2026	\$293.50	167875	B 01 215 081	Child Support	
001	108316	CH	1	04234	MN CHILD SUPPORT PYMT CENTER	02/20/2026	\$129.13	167875	B 12 215 081	Child Support	
Check Total:							\$422.63				
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$187,330.49	167889	B 01 215 030	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$21,733.56	167889	B 04 215 030	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$5,738.71	167889	B 05 215 030	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$2,865.04	167889	B 11 215 030	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$152,048.35	167889	B 12 215 030	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	(\$51,534.41)	167889	B 01 215 051	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$498.20	167889	B 04 215 051	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$431.68	167889	B 05 215 051	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$644.90	167889	B 11 215 051	MARCH 2026 HEALTH	
001	108317	CH	1	12504	MN PEIP	02/20/2026	\$123,771.98	167889	B 11 215 051	MARCH 2026 HEALTH	
Check Total:							\$443,528.50				
001	108318	CH	1	14034	NORTH DAKOTA CHILD SUPPORT DIVI	02/20/2026	\$660.36	167878	B 12 215 081	Child Support	
Check Total:							\$660.36				
001	108319	CH	1	01973	SCHOOL SERVICE EMP LOCAL 284	02/20/2026	\$1,010.87	167881	B 01 215 040	U Due Nc	
001	108319	CH	1	01973	SCHOOL SERVICE EMP LOCAL 284	02/20/2026	\$135.98	167881	B 04 215 040	U Dues Nc	
001	108319	CH	1	01973	SCHOOL SERVICE EMP LOCAL 284	02/20/2026	\$2,073.21	167881	B 12 215 040	U Due Nc	
Check Total:							\$3,220.06				
001	108320	CH	1	06507	ACUNA, SANDRA	02/27/2026	\$40.00	167903	E 01 110 219 000 339 358	INTERPRETING FEBRUARY 11TH, 14TH,	
001	108320	CH	1	06507	ACUNA, SANDRA	02/27/2026	\$200.00	167903	E 01 300 219 000 339 358	INTERPRETING FEBRUARY 11TH, 14TH,	
001	108320	CH	1	06507	ACUNA, SANDRA	02/27/2026	\$40.00	167903	E 01 100 219 000 339 358	INTERPRETING FEBRUARY 11TH, 14TH,	
Check Total:							\$280.00				
001	108321	CH	1	08685	ANDERSON, SARAH	02/27/2026	\$450.00	167904	E 04 500 585 157 332 357	CE ASL INTERPRETING 02/05, 02/10 & 0:	
Check Total:							\$450.00				
001	108322	CH	1	12159	ARVIG	02/27/2026	\$137.18	167898	E 01 005 630 000 000 305	INTERNET SERVICES 02/06/2026-03/05/2	
Check Total:							\$137.18				
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	(\$271.92)	167906	E 01 300 212 000 000 430	CREDIT HS ART SUPPLIES	
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$112.78	167905	E 01 300 212 000 000 430	00322-0129 HOLBEIN ARTISTS WATERC	
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$2.98	167905	E 01 300 212 000 000 430	20713-1020 SAKURA GELLY ROLL OPAQ	
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$10.28	167905	E 01 300 212 000 000 430	20777-1020 SAKURA GELLY ROLL OPAQ	
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$139.99	167905	E 01 300 212 000 000 430	20508-0150 PRISMACOLOR PREMIER CI	

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$27.40	167905	E 01 300 212 000 000 430	23802-1001 E6000 INDUSTRIAL STRENG
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$22.74	167905	E 01 300 212 000 000 430	23629-1013 GORILLA SUPER GLUE PK C
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$145.10	167905	E 01 300 212 000 000 430	22220-2009 BLICK STUDIO DRAWING PE
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$90.48	167905	E 01 300 212 000 000 430	00717-5924 LIQUITEX BASICS - PRIMAR
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$90.48	167905	E 01 300 212 000 000 430	00717-3234 LIQUITEX BASICS - CADMIU
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$271.92	167905	E 01 300 212 000 000 430	00717-4194 LIQUITEX BASICS CADMIUM
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$45.24	167905	E 01 300 212 000 000 430	00717-5244 LIQUITEX BASICS - FLUORE
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$170.30	167905	E 01 300 212 000 000 430	10173-1009 CANSON XL WATERCOLOR
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$47.22	167905	E 01 300 212 000 000 430	22943-1212 GRAY PAPER STUMPS 3/8X3
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$31.60	167905	E 01 300 212 000 000 430	21519-1024 BLICK SOAP ERASER - SMA
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$45.90	167905	E 01 300 212 000 000 430	21315-2015 SHARPIE ULTRA FINE POIN
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$61.58	167905	E 01 300 212 000 000 430	21316-2026 SHARPIE FINE POINT PERM
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$18.60	167905	E 01 300 212 000 000 430	34255-1911 3M GENERAL PURPOSE SAI
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$25.99	167905	E 01 300 212 000 000 430	19994-1129 POSCA PAINT MARKERS SE
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$98.02	167905	E 01 300 212 000 000 430	00717-2044 LIQUITEX BASICS MARKS BL
001	108323	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$226.20	167905	E 01 300 212 000 000 430	00717-1014 LIQUITEX BASICS - TITANIUM
Check Total:							\$1,412.88			
001	108324	CH	1	14328	JOHNSON CONTROLS BUILDING SOLL	02/27/2026	\$14,057.01	167907	E 06 100 870 000 000 520	BOND 22A-22K100.01A
Check Total:							\$14,057.01			
001	108325	CH	1	04847	MATH MASTERS OF MN	02/27/2026	\$40.00	167908	E 01 100 218 000 388 430	Three Year Set (2022-24) 4th Grade Comp
Check Total:							\$40.00			
001	108326	CH	1	02527	MCGRAW-HILL SCHOOL EDUCATION F	02/27/2026	\$1,474.14	167910	E 05 300 215 602 302 460	HS understanding business
001	108326	CH	1	02527	MCGRAW-HILL SCHOOL EDUCATION F	02/27/2026	\$145.89	167910	E 05 300 215 602 302 460	S & H
001	108326	CH	1	02527	MCGRAW-HILL SCHOOL EDUCATION F	02/27/2026	\$0.00	167910	E 05 300 215 602 302 460	HS understanding business teacher
Check Total:							\$1,620.03			
001	108327	CH	1	13215	MOUNDS VIEW HIGH SCHOOL VIEWE	02/27/2026	\$325.00	167909	E 11 300 296 121 000 369	HS DANCE TEAM WINTERFEST REGIST
Check Total:							\$325.00			
001	108328	CH	1	12845	SYSCO-MINNESOTA INC	02/27/2026	\$163.70	167911	E 02 110 770 000 701 401	LIBERTY KITCHEN PAPER BAGS
Check Total:							\$163.70			
001	108329	CH	1	12068	THE WATSON COMPANY, INC.	02/27/2026	\$364.05	167912	E 11 300 298 000 000 490	HS CONCESSIONS
Check Total:							\$364.05			
001	108330	CH	1	04148	VIKING COCA-COLA BOTTLING CO	02/27/2026	\$392.50	167913	E 11 300 298 000 000 490	HS CONCESSIONS
Check Total:							\$392.50			

Big Lake Public Schools, ISD #727

Payment Reg by Check-No Voids

Check Number: 108316-2147483647 Payment Date: 7/1/2025-2/28/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
001	108331	CH	1	13009	TRAFERA HOLDINGS, LLC	02/27/2026	\$15,300.00	167914	E 01 005 630 000 000 506	36 MONTH SKU PAYMENT 2 OF 3	
Check Total:							\$15,300.00				
001	108332	CH	1	14321	KNB CONTRACTING LLC	02/27/2026	\$548,094.44	167915	E 05 300 866 000 366 520	PG26.366.520 HS POOL HVAC IMPROVE	
Check Total:							\$548,094.44				
001	108333	CH	1	10633	WOLD ARCHITECTS AND ENGINEERS	02/27/2026	\$5,855.63	167916	E 06 201 870 000 000 305	2026 BL MS SPEC ED RENO #22L201.01	
Check Total:							\$5,855.63				
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$70.62	167941	E 01 201 212 000 000 430	Blickrylic Student Acrylics Blockout White C	
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$45.56	167941	E 01 201 212 000 000 430	Blick Essentials Value Brush Set	
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$34.27	167941	E 01 201 212 000 000 430	Blick liquid watercolors set of 8 fluorescent	
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$39.74	167941	E 01 201 212 000 000 430	Blick Liquid Watercolors set of 10 asst colc	
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$79.76	167941	E 01 201 212 000 000 430	Blickrylic student acrylics set of 6 mixing cc	
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$79.76	167941	E 01 201 212 000 000 430	Blickrylic student acrylics set of 6 basic col	
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$245.98	167941	E 01 201 212 000 000 430	Blick essentials gloss glaze class pack #3 :	
001	108334	CH	1	01026	BLICK ART MATERIALS LLC	02/27/2026	\$145.98	167941	E 01 201 212 000 000 430	Blick essentials gloss glaze class pack #2 : 18	
Check Total:							\$741.67				
001	108335	CH	1	12890	RENNEBERG HARDWOODS INC	02/27/2026	\$783.75	167942	E 01 300 361 000 830 433	RO4SB08 FAS/SEL RED OAK HARDWOC	
001	108335	CH	1	12890	RENNEBERG HARDWOODS INC	02/27/2026	\$240.00	167942	E 01 300 361 000 830 433	YP04SB08H FAS/SEL YELLOW POPLAR	
001	108335	CH	1	12890	RENNEBERG HARDWOODS INC	02/27/2026	\$50.00	167942	E 01 300 361 000 830 433	SHIPPING	
Check Total:							\$1,073.75				
001	108336	CH	1	02901	USI INC	02/27/2026	\$505.20	167943	E 01 201 620 000 000 401	Standard Gloss 1.5 mil Roll Laminating Filr	
001	108336	CH	1	02901	USI INC	02/27/2026	\$69.72	167943	E 01 201 620 000 000 401	Shipping and Handling	
Check Total:							\$574.92				
001	108337	CH	1	06532	VISION STAFFING	02/27/2026	\$1,160.00	167944	E 01 005 810 356 000 305	LIBERTY WEEK OF 02/15/2026	
Check Total:							\$1,160.00				
001	108338	CH	1	02735	EHLERS & ASSOCIATES, INC	02/27/2026	\$2,850.00	167947	E 01 005 110 000 000 305	BUDGET PROJECTION MODEL WIHT DA	
001	108338	CH	1	02735	EHLERS & ASSOCIATES, INC	02/27/2026	\$1,900.00	167946	E 01 005 110 000 000 305	BENCHMARKING MODEL	
001	108338	CH	1	02735	EHLERS & ASSOCIATES, INC	02/27/2026	\$800.00	167948	E 01 005 110 000 000 305	ENROLLMENT PROJECTION MODEL	
Check Total:							\$5,550.00				
001	108339	CH	1	01240	WRIGHT TECHNICAL CENTER	02/27/2026	\$21,258.60	167949	E 01 998 211 000 303 390	WRIGHT ACADEMY HIGH SCHOOL JANU	
001	108339	CH	1	01240	WRIGHT TECHNICAL CENTER	02/27/2026	\$902.88	167949	E 01 998 208 000 303 390	WRIGHT ACADEMY MIDDLE SCHOOL JA	

Big Lake Public Schools, ISD #727

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Bank	Check No	Ty	Grp Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001	108339	CH	1 01240	WRIGHT TECHNICAL CENTER	02/27/2026	\$287.73	167949	E 01 998 211 000 303 390	PRIOR MONTHS ADJUSTMENTS SEPT-I

Check Total: \$22,449.21

Bank 001 Total:

Report Total:

Big Lake Public Schools, ISD #727

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/01/2026-2/28/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001		CC	1	01034	RESOURCE TRAINING & SOLUTIONS	02/03/2026	\$85.00	167610	E 01 005 640 640 314 366	Paraeducator Online Subscription FY 26 (A
001		CC	1	01034	RESOURCE TRAINING & SOLUTIONS	02/03/2026	\$540.00	167616	E 01 005 640 000 316 366	Problem of Practice Summit (Chohort 2) Re
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$927.13	167570	E 01 201 810 000 000 332	Indy MS Water/Sewer 12/05/2025-01/06/20
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$1,217.12	167562	E 01 300 810 000 000 332	HS Water/Sewer 12/05/2025-01/06/2026
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$819.17	167568	E 01 100 810 000 000 332	Indy Water/Sewer 12/05/2025-01/06/2026
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$1,030.94	167652	E 01 100 810 000 000 332	Indy Water/Waste 11/07/2025-12/05/2025
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$1,167.37	167650	E 01 110 810 000 000 332	Liberty Water/Waste 11/07/2025-12/05/2025
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$1,019.48	167649	E 01 201 810 000 000 332	MS Water/Waste 11/07/2025-12/05/2025
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$33.24	167651	E 01 005 810 000 000 332	Bathrooms Water/Wase 11/21/2025-12/20/25
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$33.70	167567	E 01 005 810 000 000 332	Admissions Water/Sewer 12/21/2025-01/20/26
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$1,503.39	167643	E 01 300 810 000 000 332	HS Water/Waste 11/07/2025-12/05/2025
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$1,010.83	167563	E 01 110 810 000 000 332	Liberty Water/Sewer 12/05/2025-01/06/2026
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$33.70	167566	E 01 005 810 000 000 332	Bathrooms Water/Sewer 12/21/2025-01/20/26
001		CC	1	01038	CITY OF BIG LAKE	02/03/2026	\$33.24	167644	E 01 005 810 000 000 332	Admission Water/Waste 11/21/2025-12/20/25
001		CC	1	01065	HILLYARD FLOOR CARE	02/03/2026	\$3,722.19	167663	E 01 300 810 000 000 401	PO 35030 HS Cleaning Supplies
001		CC	1	01065	HILLYARD FLOOR CARE	02/03/2026	\$55.35	167659	E 01 100 810 000 000 401	PO 34975 Indy Cleaning Supplies
001		CC	1	01065	HILLYARD FLOOR CARE	02/03/2026	\$231.54	167572	E 02 100 770 000 701 401	Indy B&G Supplies
001		CC	1	01065	HILLYARD FLOOR CARE	02/03/2026	\$2,286.26	167665	E 01 201 810 000 000 401	PO 35028 MS Cleaning Supplies
001		CC	1	01065	HILLYARD FLOOR CARE	02/03/2026	\$376.19	167648	E 01 110 810 000 000 401	Liberty Cleaning Supplies
001		CC	1	01065	HILLYARD FLOOR CARE	02/03/2026	\$444.69	167571	E 02 201 770 000 701 401	MS B&G Supplies
001		CC	1	01146	MONTICELLO PRINTING	02/03/2026	\$42.55	167564	E 01 300 050 000 000 401	HS Athletics Notary Stamp
001		CC	1	02499	J.W. PEPPER OF MINNEAPOLIS	02/03/2026	\$26.98	167569	E 01 300 258 000 000 430	PO 35061 HS Supplies
001		CC	1	02499	J.W. PEPPER OF MINNEAPOLIS	02/03/2026	\$7.50	167666	E 01 201 258 000 000 430	PO 35041 MS Supplies
001		CC	1	02499	J.W. PEPPER OF MINNEAPOLIS	02/03/2026	\$22.50	167666	E 01 201 259 000 000 430	PO 35041 MS Supplies
001		CC	1	02499	J.W. PEPPER OF MINNEAPOLIS	02/03/2026	\$4.99	167666	E 01 201 258 000 000 430	PO 35041 MS Supplies
001		CC	1	02499	J.W. PEPPER OF MINNEAPOLIS	02/03/2026	\$11.25	167666	E 01 201 258 000 000 430	PO 35041 MS Supplies
001		CC	1	02499	J.W. PEPPER OF MINNEAPOLIS	02/03/2026	\$5.00	167666	E 01 201 259 000 000 430	PO 35041 MS Supplies
001		CC	1	02499	J.W. PEPPER OF MINNEAPOLIS	02/03/2026	\$459.94	167628	E 01 300 258 000 000 430	PO 35061 HS Supplies
001		CC	1	04063	THE LIBRARY STORE, INC.	02/03/2026	\$75.15	167604	E 01 201 620 000 000 401	PO 35073 MS Media Supplies
001		CC	1	04336	MASBO	02/03/2026	\$125.00	167614	E 01 005 640 000 316 366	2026 MASBO Winter Conference (Melanie
001		CC	1	04576	MCTM	02/03/2026	\$3,675.00	167588	E 01 200 204 011 414 366	2026 MCTM Spring Conference \$3,675.00
001		CC	1	04874	AMAZON.COM	02/03/2026	\$199.00	167664	E 01 005 630 000 000 456	Apple AirPods Pro 3 Wireless Earbuds, Act
001		CC	1	04874	AMAZON.COM	02/03/2026	\$432.00	167667	E 01 005 630 000 000 456	50 of: Highwings USB Type C to 3.5mm Fe
001		CC	1	04874	AMAZON.COM	02/03/2026	\$499.99	167668	E 01 005 630 000 000 456	: TCL 75-Inch Class S5 UHD 4K LED Smar

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Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001		CC	1	05264	BSN SPORTS	02/03/2026	\$563.50	167589	E 11 300 294 115 000 401	PO 35074 Wrestling Gym Mat Tape and Flc
001		CC	1	05351	HOME DEPOT	02/03/2026	\$31.86	167594	E 01 110 810 000 000 401	Liberty B&G Supplies
001		CC	1	05617	AMERICAN INN	02/03/2026	\$149.69	167658	E 11 300 295 127 000 366	HS GBB Basketball Room
001		CC	1	05617	AMERICAN INN	02/03/2026	\$1,197.52	167657	E 11 300 295 127 000 366	HS GBB Basketball 8 Rooms
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$74.70	167599	E 01 300 810 000 000 401	B&G Softener Salt & Drinking Water
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$64.45	167599	E 01 201 810 000 000 401	B&G Softener Salt & Drinking Water
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$10.70	167599	E 01 005 810 000 000 332	B&G Softener Salt & Drinking Water
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$37.45	167599	E 01 100 810 000 000 401	B&G Softener Salt & Drinking Water
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$95.20	167661	E 01 110 810 000 000 401	Softener Salt
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$54.20	167661	E 01 201 810 000 000 401	Softener Salt
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$74.70	167661	E 01 300 810 000 000 401	Softener Salt
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$64.45	167661	E 01 100 810 000 000 401	Softener Salt
001		CC	1	06051	FINKEN WATER CENTERS	02/03/2026	\$76.95	167626	E 01 005 810 000 000 332	Drinking Water
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$66.47	167577	E 01 300 211 000 320 490	HS Leadership Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$101.30	167578	E 01 300 790 000 699 490	Lunch with Speaker - Jan 22nd
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$41.95	167634	E 01 201 208 000 320 490	MS Meeting Food
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$29.20	167597	E 01 300 790 000 699 490	BLSPC Mtg Snacks - Jan 1.16
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$29.97	167635	E 01 300 211 000 320 490	HS Meeting Food
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$7.38	167637	E 01 300 211 000 320 430	HS Meeting General Supplies
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$36.95	167580	E 01 201 208 000 320 490	MS Leadership Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$91.57	167608	E 01 005 790 000 320 490	AIPAC Parent Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$59.90	167581	E 01 300 211 000 320 490	HS Leadership Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$48.73	167603	E 01 300 790 000 699 490	EPIC mtg snacks - 1.15
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$31.05	167592	E 01 110 203 000 320 490	Liberty Leadership Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$44.56	167605	E 01 005 790 000 320 490	AIPAC Parent Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$31.96	167619	E 01 100 203 000 320 490	Indy Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$42.95	167575	E 01 100 203 000 320 490	Indy Leadership Meeting
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$31.96	167622	E 01 201 298 950 000 490	Stinger Snacks
001		CC	1	06130	COBORN'S INC.	02/03/2026	\$100.06	167623	E 01 300 211 000 320 490	HS Meeting
001		CC	1	08347	WALMART	02/03/2026	\$107.19	167565	E 12 110 411 000 740 433	PO 35124 Physio Ball- Sped
001		CC	1	08465	INNOVATIVE OFFICE SOLUTIONS	02/03/2026	\$1,795.00	167662	E 06 201 870 000 000 530	PO 34324 BOND PROJECT #22F201.03F
001		CC	1	08465	INNOVATIVE OFFICE SOLUTIONS	02/03/2026	\$1,176.00	167660	E 06 201 870 000 000 530	PO 34324 BOND PROJECT #22F201.03F
001		CC	1	08881	GREAT RIVER SPINE AND SPORT	02/03/2026	21 \$190.00	167640	E 11 300 291 160 000 305	DOT Exam (Robotics)
001		CC	1	08894	ALLINA HOSPITALS & CLINICS	02/03/2026	\$690.00	167576	E 05 005 865 000 352 401	DW Health Supplies (Allina Health)

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001		CC	1	09011	STAGES THEATRE CO.	02/03/2026	\$2,335.00	167590	E 01 005 203 214 000 369	2nd Grade Field Trip 02.13.2026 Giraffes C
001		CC	1	09044	MENARDS - ELK RIVER	02/03/2026	\$104.21	167641	E 01 005 810 000 000 401	B&G Supplies
001		CC	1	09044	MENARDS - ELK RIVER	02/03/2026	\$1,819.82	167655	E 01 300 361 000 830 433	Indy & HS B&G Supplies
001		CC	1	09044	MENARDS - ELK RIVER	02/03/2026	\$49.99	167655	E 01 100 203 000 000 401	Indy & HS B&G Supplies
001		CC	1	09728	FEDERATED CO-OPS	02/03/2026	\$606.96	167598	E 01 005 810 000 000 440	B&G Diesel
001		CC	1	10195	MniAAA	02/03/2026	\$436.80	167574	E 11 300 292 000 000 366	2026 MNIAAA Annual Conference
001		CC	1	10338	ADAM'S PEST CONTROL, INC.	02/03/2026	\$53.00	167627	E 01 300 810 000 000 305	HS Prevention Plus
001		CC	1	10553	VEX ROBOTICS	02/03/2026	\$173.91	167593	E 01 300 260 000 000 430	PO 34974 HS Supplies
001		CC	1	10586	AUSCO DESIGN &MARKETING	02/03/2026	\$1,740.00	167579	E 04 500 560 000 321 401	PO 35064 CE Archery shirts
001		CC	1	10586	AUSCO DESIGN &MARKETING	02/03/2026	\$700.00	167609	E 04 500 560 000 321 436	PO 35065 CE Ski Club hoodies
001		CC	1	12031	LANGUAGELINE Solutions	02/03/2026	\$15.80	167630	E 01 100 219 000 339 358	Interpreter at Indy 01.06.2026 (Spanish)
001		CC	1	12031	LANGUAGELINE Solutions	02/03/2026	\$11.85	167631	E 01 100 219 000 339 358	Interpreter at Indy 01.06.2026 (Spanish)
001		CC	1	12031	LANGUAGELINE Solutions	02/03/2026	\$19.75	167632	E 01 100 219 000 339 358	Interpreter at Indy 01.06.2026 (Spanish)
001		CC	1	12031	LANGUAGELINE Solutions	02/03/2026	\$23.70	167638	E 01 100 219 000 339 358	Interpreter at Indy 01.06.2026 (Russian)
001		CC	1	12031	LANGUAGELINE Solutions	02/03/2026	\$15.80	167586	E 01 110 219 000 339 358	Interpreter at Liberty 01.19.2026 (Somali)
001		CC	1	12031	LANGUAGELINE Solutions	02/03/2026	\$108.90	167617	E 01 110 219 000 339 358	Interpreter at Liberty 01.08.2026 (Somali)
001		CC	1	12031	LANGUAGELINE Solutions	02/03/2026	\$11.85	167618	E 01 110 219 000 339 358	Interpreter at Lliberty 01.08.2026 (Somali)
001		CC	1	12129	SIPTRUNK, INC	02/03/2026	\$75.17	167654	E 01 005 630 000 000 320	Back up Phones
001		CC	1	12409	FACEBOOK	02/03/2026	\$1.75	167600	E 01 005 107 000 000 305	Dist Comm
001		CC	1	12409	FACEBOOK	02/03/2026	\$20.00	167645	E 01 005 107 000 000 305	Dist Comm
001		CC	1	12409	FACEBOOK	02/03/2026	\$2.09	167606	E 01 005 107 000 000 305	Dist Comm
001		CC	1	12418	USPS	02/03/2026	\$33.30	167587	E 01 400 203 000 000 329	Postage
001		CC	1	12528	RAYMOND GEDDES & COMPANY, INC.	02/03/2026	\$68.20	167607	E 01 100 203 290 000 401	PO 35079 PBIS incentives
001		CC	1	12592	DEPT OF NATURAL RESOURCE	02/03/2026	\$917.87	167642	E 01 005 810 000 000 305	Water Use 2025
001		CC	1	12634	BJOREM SPEECH PUBLICATIONS, LLC	02/03/2026	\$95.00	167573	E 12 110 401 000 740 406	PO 35045 Speech materials
001		CC	1	12705	EMAGINE MONTICELLO	02/03/2026	\$37.50	167591	E 04 500 580 341 325 490	EC PAC Sweetheart Ball food
001		CC	1	12851	NEW YORK TIMES	02/03/2026	\$4.00	167653	E 01 300 220 000 000 430	English Dept.
001		CC	1	13072	CINTAS CORPORATION NO 2	02/03/2026	\$128.64	167624	E 01 300 810 350 000 305	Uniform Services December 2025 (\$2.57 di
001		CC	1	13072	CINTAS CORPORATION NO 2	02/03/2026	\$128.64	167624	E 01 100 810 350 000 305	Uniform Services December 2025 (\$2.57 di
001		CC	1	13072	CINTAS CORPORATION NO 2	02/03/2026	\$128.64	167624	E 01 201 810 350 000 305	Uniform Services December 2025 (\$2.57 di
001		CC	1	13072	CINTAS CORPORATION NO 2	02/03/2026	\$128.60	167624	E 01 110 810 350 000 305	Uniform Services December 2025 (\$2.57 di
001		CC	1	13072	CINTAS CORPORATION NO 2	02/03/2026	(\$2.57)	167624	E 01 110 810 350 000 305	Uniform Services December 2025 (\$2.57 di
001		CC	1	13185	PATRIOT NEWS MN	02/03/2026	22 \$217.50	167647	E 01 005 010 000 000 305	Dec 27 Board Highlights Dec 27 Truth in Ta
001		CC	1	13185	PATRIOT NEWS MN	02/03/2026	\$82.50	167647	E 01 005 010 000 000 305	Dec 27 Board Highlights Dec 27 Truth in Ta

Big Lake Public Schools, ISD #727

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/01/2026-2/28/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
001		CC	1	13254	IMAGINE LEARNING LLC	02/03/2026	\$16,731.00	167625	E 01 410 211 000 000 406	eDynamic Electives Per Enrollment Per Sei
001		CC	1	13277	JELLYFISH GRAPHICS	02/03/2026	\$302.09	167601	E 11 300 288 129 000 401	HS Apparel for Mathletes & Knowledge Bov
001		CC	1	13277	JELLYFISH GRAPHICS	02/03/2026	\$200.00	167601	E 11 300 288 161 000 401	HS Apparel for Mathletes & Knowledge Bov
001		CC	1	13391	APEC ACQUISTIONS, INC.	02/03/2026	\$3,288.95	167612	E 01 005 810 359 000 401	PO 35062 Inhibited Propylene Glycol-CHIL
001		CC	1	13555	NATIONAL FASTPITCH	02/03/2026	\$179.00	167646	E 11 300 296 125 000 366	Minneapolis Coaches Clinic 01.16.2026 \$1
001		CC	1	13687	E&G 1123 ECOMM	02/03/2026	\$134.59	167585	E 01 300 790 000 699 490	Lunch with Speaker - Jan 22nd
001		CC	1	13690	PROTRAININGS LLC	02/03/2026	\$399.50	167584	E 04 500 570 000 321 305	CE Childcare CPR Course
001		CC	1	13736	ECMECC (EAST CENTRAL MN EDUCAT	02/03/2026	\$185.00	167613	E 01 005 630 000 000 366	Minnesota Technical Leadership Conferenc
001		CC	1	13801	SCHUTT SPORTS, LLC	02/03/2026	\$898.28	167629	E 11 300 294 113 000 530	PO 34966 HS FB
001		CC	1	13801	SCHUTT SPORTS, LLC	02/03/2026	\$649.14	167629	E 11 300 294 113 000 530	PO 34966 HS FB
001		CC	1	13801	SCHUTT SPORTS, LLC	02/03/2026	\$1,928.55	167629	E 11 300 294 113 000 530	PO 34966 HS FB
001		CC	1	13817	PLAY GO SPORTS	02/03/2026	\$249.95	167583	E 01 300 240 000 000 430	PO 35113 Phy Ed go sport soft skin foam p
001		CC	1	13859	PLAY BALL! MINNESOTA	02/03/2026	\$122.40	167595	E 11 300 296 125 000 366	2026 Twins Softball Coaches Clinic
001		CC	1	13859	PLAY BALL! MINNESOTA	02/03/2026	\$164.00	167636	E 11 300 296 125 000 366	2026 Twins Softball Coaches Clinic (Ally H
001		CC	1	14059	STEVE WEISS MUSIC INC	02/03/2026	\$174.55	167633	E 01 201 258 000 000 430	Band mallets
001		CC	1	14129	MN HS TRACK CLINIC	02/03/2026	\$155.25	167611	E 11 300 294 114 000 366	2026 Track & Field Clinic Registration
001		CC	1	14261	BUSWHERE LLC	02/03/2026	\$2,150.00	167656	E 01 005 760 000 720 405	School Bus Tracking-January 2026
001		CC	1	14286	PREMIER SPORT PSYCHOGY	02/03/2026	\$2,250.00	167621	E 11 300 288 140 000 305	HS Sport Psychology Partnership (Paymen
001		CC	1	14345	KELBER CATERING	02/03/2026	\$48.28	167602	E 01 005 010 000 000 366	MSBA Conference (Minda)
001		CC	1	14345	KELBER CATERING	02/03/2026	\$24.12	167602	E 01 005 610 000 000 366	MSBA Conference (Minda)
001		CC	1	14346	PLAZA RAMP	02/03/2026	\$20.00	167596	E 01 005 010 000 000 366	MSBA Parking (Minda)
001		CC	1	14347	SHERBURNE COUNTY RECORDER	02/03/2026	\$22.00	167582	E 01 300 050 000 000 820	Notary Certificate Registered (Sherburne C
001		CC	1	14348	PREMIER MUSIC	02/03/2026	\$154.50	167639	E 01 201 258 000 000 430	Band supplies
001		CC	1	14349	MIEA CONF	02/03/2026	\$550.00	167620	E 01 005 790 000 320 366	MIEA 2025 Annual Conference (Mystic Lak
001		CC	1	7786	VON HANSON'S SNACKS, INC.	02/03/2026	\$378.00	167615	E 11 300 298 000 000 490	HS Concessions

Check Total: **\$71,060.22**

Bank 001 Total:

Report Total:

February 2026 Personnel

Employee (Last, First Name)	Position	Building	Effective Date	Action Type
Scherber, Steve	LTS Assistant Principal	Independence	02/09/2026	New Hire
Foster, Alexis	Paraeducator	Independence	02/09/2026	Termination
Kubitschek-O'Brien, Jennifer	Teacher	Independence	01/30/2026	Resignation
Davis, Rachel	Building Substitute Teacher	Independence	02/17/2026	Transfer
Robeck, Zach	Assistant Baseball Coach	Athletics/Activities	03/09/2026	New Hire
Mitchell, Denise	Health Assistant	Middle School	02/16/2026	Resignation
Tordeur, Shallyn	Principal	High School	07/01/2026	Transfer

**ISD 727 SCHOOL BOARD
FUNDRAISERS ACTION
02/25/2026**

Big Lake Early Childhood, Gerten's Spring Annuals and Perennials Sale, March 9-April 6, 2026, proceeds to be used for early childhood programming, large purchase items, teacher appreciation lunches and other needed items.

Extended Field Trip Request Form

Date of Request 2-3-26

School Big Lake High School

Class or group Girls Gymnastics

Destination St. Paul

Purpose State Gymnastics MSHSL

Dates of trip February 20-21, 2026

Number of Students Attending 1-4 participants

Teacher(s)/Advisor(s) Lanny Goldsmith - Head Coach

Chaperones (specify staff or parent)

1. <u>Lanny Goldsmith</u>	6.
2. <u>Theresa Johnson</u>	7.
3. <u>Kris Kitzman</u>	8.
4.	9.
5.	10.

Mode of Transportation Vans

Accommodations Hotel

Insurance Arrangements _____

Requesting Teacher/AD Signature Lanny Goldsmith Date 2-3-26

Approved by Building Principal [Signature] Date 2/3/26

Approved by Superintendent [Signature] Date 2/4/26

Extended Field Trip Request Form

Date of Request 2-3-26

School Big Lake High School

Class or group Wrestling Team

Destination St. Paul - Grand Casino Arena

Purpose state wrestling for MSHSL

Dates of trip February 25-28, 2026

Number of Students Attending 1-6 participants

Teacher(s)/Advisor(s) Justin Nelson - Head Coach

Chaperones (specify staff or parent)

1. <u>Justin Nelson</u>	6.
2. <u>AT Sanford</u>	7.
3. <u>Matt Nelson</u>	8.
4.	9.
5.	10.

Mode of Transportation VANS

Accommodations Yes, Hotel

Insurance Arrangements _____

Requesting Teacher/AD Signature Justin Nelson Date 2-3-26

Approved by Building Principal [Signature] Date 2/3/26

Approved by Superintendent [Signature] Date 2/4/26

Extended Field Trip Request Form

Date of Request 2.3.26

School HS

Class or group Robotics

Destination Grand Forks, ND

Purpose Robotics Competition

Dates of trip March 11th - March 14th (leave after last lunch)

Number of Students Attending 9

Teacher(s)/Advisor(s) Ben + Cayla Lauderbaugh

Chaperones (specify staff or parent)

1. Truman Schabillion (parent)	6.
2. Colin Fluegal (parent)	7.
3. Bret Lauderbaugh (mentor)	8.
4. Scott Potter (Mentor)	9.
5.	10.

Mode of Transportation Activities Bus

Accommodations Staying @ Canad Inn Hotel next to Alerus Center

Insurance Arrangements _____

Requesting Teacher/AD Signature [Signature] Date 2.3.26

Approved by Building Principal [Signature] Date 2/10/26

Approved by Superintendent [Signature] Date 2/10/26

Extended Field Trip Request Form

Date of Request February 18th, 2026

School Big Lake High School

Class or group → outside of school. Open to all ^{HS} students interested.

Destination New York

Purpose Experience architecture, explore famous/popular local attractions - St. Patrick's Cathedral, Rockefeller Center and exposure to

Dates of trip Jun 28 - Jul 2nd 2027

Number of Students Attending minimum 10

Teacher(s)/Advisor(s) Samantha Glover

Chaperones (specify staff or parent) For every 10 students → 1 chaperone

Professional
Theater
attending
several
Broadway
Shows.

has a paid
trip.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Mode of Transportation Flight, tour bus

Accommodations Ef explores books all hotels

Insurance Arrangements Ef Explores

Requesting Teacher/AD Signature [Signature] Date 2-18-26

Approved by Building Principal [Signature] Date 2-19-26

Approved by Superintendent [Signature] Date 2-19-26

AMENDED SCHOOL RESOURCE OFFICER SERVICES AGREEMENT

THIS Amended AGREEMENT (“Amended Agreement”) is made and entered into this day of December 17, 2025 (the "Effective Date") by and between Sherburne County (the "County"), 13880 Business Center Drive, Elk River Minnesota, 55330, and Independent School District No. 727 (the "District"), 501 Minnesota Avenue, Big Lake, Minnesota 55309.

WHEREAS, both the County and the District desire to enter into this Agreement for the provision of law enforcement services by the Sherburne County Sheriff's Office ("SCSO") to the District, and

WHEREAS, this Amended Agreement is authorized and provided for by Minnesota Statutes sections 126C.44, 471.59, and 626.8482, and

WHEREAS, the parties entered into a School Resource Officer Services Agreement on July 31, 2023 (2023 Agreement), which remains in effect until May 2026, and

WHEREAS, the parties wish to amend that 2023 Agreement pursuant to Paragraph 14 of that agreement.

NOW, THEREFORE, in consideration of the mutual undertaking and agreements hereinafter set forth, the County and the District agree as follows:

1. TERM.

Notwithstanding the date of the signatures of the parties to this Amended Agreement, the term of this Agreement shall commence on the Effective Date and, unless earlier terminated pursuant to the 2023 Agreement, shall terminate on May 31, 2026, provided that the Parties may, in their individual discretion, agree to extend the term of this Amended Agreement for additional one-year terms by executing a written agreement to extend the initial or subsequent term.

2. LAW ENFORCEMENT SERVICES.

2.1 Services. The SCSO will assign one full-time licensed peace officer to perform the School Resource Officer ("SRO") duties relating to crime prevention, detection, investigation, and student and staff safety, as described on **Attachment A**. The District Superintendent shall designate the school or event location of the SRO assignment.

2.2 Hours. That the hours of service under this Contract shall be the regular school day, with special events such as dances or athletic contests not included. Any additional services to be provided by the SRO or other law enforcement personnel outside the regular school day may be provided by written addendum to this Amended Agreement or by separate agreement of the Parties.

2.3 Assignment of SRO. The SCSO shall be solely responsible for assigning a deputy to serve as the SRO pursuant to this Amended Agreement, provided that the District may request the replacement of the assigned deputy for any legitimate nondiscriminatory reason related to the deputy's performance or fitness for the assignment. Notwithstanding the foregoing, the County's Authorized Representative retains final authority on assignment of the SRO based on availability of SCSO personnel.

2.4 Pursuant to Minn. Stat. 626.8482, subd. 5(b)(1), the SCSO may determine if the SRO is dressed in plainclothes, a modified uniform, or other attire to foster positive relationships within the school.

2.5 The SRO will follow all provisions of the SCSO Policy 604 and School District Policy 532 related to School Resource Officers. **SRO will not use force to remove an IEP student per School District Policy 532 unless it aligns with SCSO Policy 604 and job duties.**

3. PAYMENT FOR SERVICES.

The District shall pay to the County the amount of \$50,000.00 for the SRO for each school year during the initial term of the 2023 and this Amended Agreement. The payment is intended to cover a reasonable amount of the cost the County incurs in paying wages, providing benefits, and providing transportation for the peace officer assigned to SRO duties. Payment in full shall be made within 30 days of receipt of an invoice from the County, which shall be submitted on or about September 1. In the event the Parties agree to extend the term of this Amended Agreement for one or more annual terms, the Parties shall agree on a reasonable adjustment to the fee for SRO services as a part of any such extension.

4. SRO EMPLOYMENT STATUS.

At all times and for all purposes, the County is and will remain the exclusive employer of all peace officers who perform services pursuant to this Amended Agreement. No SRO may be considered to be an official, employee, agent, or educational service provider, or representative of the District. The SCSO shall be solely responsible for assigning a deputy to serve as the SRO pursuant to this Amended Agreement, provided that the District may request the replacement of the assigned deputy for any legitimate nondiscriminatory reason related to the deputy's performance or fitness for the assignment. The County maintains full control over the peace officers it employs and is solely responsible for all employment and administrative functions related to its employees, including, but not limited to, supervision and evaluation, payroll and deductions, maintenance of all required insurance (e.g. workers' compensation insurance, unemployment insurance, liability insurance), and any labor disputes or grievances.

5. DISTRICT RESPONSIBILITIES.

In addition to making payments as described in the 2023 Agreement and this Amended Agreement, the District, at its expense, will provide the SRO with access to necessary equipment including, but not limited to, an office, land telephone line, internet access, and a desktop computer. The District and its officers, agents, and employees will provide guidance and assistance to the SRO as needed so as to facilitate the performance of this Amended Agreement. The Parties acknowledge that the SRO or other law enforcement officer may not participate in recommending or determining student discipline or in investigating incidents of student discipline which do not involve potential violations of the law.

The District will provide adequate notification to the public that an SRO will be present in the school.

6. ACCESS TO EDUCATION RECORDS.

School officials shall allow the SRO to inspect and copy any public records maintained by the school, including student directory information. The SRO may not, however, inspect and/or copy private educational data except in emergency situations. If some private educational data is needed in a health and safety emergency or to protect the health or safety of the student or other individuals, school officials may disclose that information to the SRO to the extent needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety, or the need for the data to address the emergency situation and the extent to which time is of the essence. If private educational data is needed, but no emergency situation exists, the information may be released

according to such procedures as required by applicable law.

7. DATA PRACTICES.

The County and District must comply with the Family Educational Rights and Privacy Act ("FERPA") and the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by District in accordance with this Amended Agreement, and as it applies to all data created, collected, received, stored, used, maintained, or disseminated by the County pursuant to this Amended Agreement.

8. AUTHORIZED REPRESENTATIVES.

Joel Brott, Sherburne County Sheriff, shall serve as the County's Authorized Representative and as the liaison with the District in matters relating to this Amended Agreement. Tim Truebenbach, District Superintendent, shall serve as the District's Authorized Representative and as the liaison with the County in matters relating to this Amended Agreement. The Parties shall have the right to change their Authorized Representatives or appoint Designees from time to time by providing written notice to the other Party. The Authorized Representatives shall have the express authority to resolve any disputes relating to the administration of this Amended Agreement and the performance of the Parties' duties under the 2023 Agreement and this Amended Agreement.

9. RELATIONSHIP BETWEEN THE PARTIES.

9.1 Independent Contractor. Nothing in the 2023 Agreement or this Amended Agreement shall be construed as creating the relationship of co-partners, joint ventures, or an association, nor shall the SRO be considered an employee, agent, or representatives of the District. The Parties shall be and shall remain independent contractors with respect to all services performed under the 2023 Agreement and this Amended Agreement.

9.2 Assignment and Delegation. Neither Party shall assign its rights or delegate its duties under this Amended Agreement without receiving the prior written consent of the other Party.

10. LIABILITY AND INSURANCE.

Each Party shall be liable for the acts and omissions of its own agents and employees and not the acts and omissions of the other Party's agents and employees. The Parties' liability shall be limited by the provisions of Minn. Stat. Ch. 466 or other applicable law. Each Party shall procure and maintain a program of insurance or self-insurance to cover claims arising under this the 2023 Agreement and this Amended Agreement due to its own acts and omissions and the acts and omissions of its agents and employees.

11. NOTICE.

Any notices required or permitted to be given under this Amended Agreement shall be sent to the Party's Authorized Representative and: (i) shall be in writing; (ii) shall be deemed given or delivered (a) if delivered personally, when received, (b) if sent from within the United States by registered or certified mail, postage prepaid, return receipt requested, on the third business day after mailing, or (c) if sent by messenger or reputable overnight courier service, on the next business day after mailing; and (iii) shall be addressed to each party at its address set forth in this Amended Agreement, or at such other address as the parties shall designate in writing by personal delivery, certified mail, or overnight courier service.

12. TERMINATION.

Either Party may terminate this Amended Agreement upon thirty (30) days written notice to the other Party. All payments due pursuant to this Amended Agreement shall be prorated in the event of such termination.

13. SURVIVAL.

The provisions of the 2023 Agreement and this Amended Agreement which, by their terms, impose obligations that are continuing in nature and which must survive in order to give effect to their meaning will survive the expiration or termination of this Amended Agreement, including, without limitation, the following clauses: Sections 7 (Data Practices), 10 (Liability and Insurance) and 16 (Governing Law; Jurisdiction; Venue).

14. ENTIRE AGREEMENT; AMENDMENTS; CONFLICTS.

This Amended Agreement (including the exhibits attached hereto) constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, documents and proposals, oral or written, between the parties with respect thereto. Any amendment or modification to this Amended Agreement shall not be valid unless such amendment or modification (i) is in writing and signed by authorized representatives of both parties and (ii) references the 2023 Agreement and this Amended Agreement. The terms and conditions of the exhibits are integral parts of this Agreement and are fully incorporated herein by this reference.

15. COMPLIANCE WITH APPLICABLE LAW.

The Parties agree to comply with federal, state and local laws and applicable regulations and professional licensing requirements and standards established by any agency, as may be applicable to this Amended Agreement.

16. GOVERNING LAW; JURISDICTION; VENUE.

This Amended Agreement shall be governed by the laws of the State of Minnesota, without regard to its conflict of laws rules. For the purpose of resolving conflicts related to or arising out of this Amended Agreement, the Parties expressly agree that venue shall be exclusively in state courts located in Sherburne County, Minnesota.

IN WITNESS WHEREOF, the parties hereto have executed this Amended Agreement to be effective as of the Effective Date set forth above.

SHERBURNE COUNTY

ISD 727

By:

By:

Print Name

Print Name

Title

Title

Date

Date

ATTACHMENT A
SRO DUTIES

1. The SRO will assist in the establishment and coordination of a cooperative community approach among schools, parents, police, and other resources in meeting the students and community's needs.
2. The duties of the SRO shall include:
 - a) fostering a positive school climate through relationship building and open communication;
 - b) protecting students, staff, and visitors to the school grounds from criminal activity;
 - c) serving as a liaison from law enforcement to school officials;
 - d) providing advice on safety drills;
 - e) identifying vulnerabilities in school facilities and safety protocols;
 - f) educating and advising students and staff on law enforcement topics; and
 - g) enforcement of criminal laws.
 - h) Confering with school staff, parents, neighbors, and other city and community members regarding pre-delinquent behaviors.
 - i) Identifying problems and potential problems by inspecting school areas, grounds and property while observing for suspicious activity in high delinquency areas.
 - j) Conducting investigations within the school and school community.
 - k) Investigating juvenile crimes as assigned by the SCSO. These cases, including emergencies that may arise from time to time, will vary in number and complexity, thereby requiring flexibility in the hours that the SRO works and requiring the SRO to leave the school building(s) at various times.
3. The provision of enforcement services provided herein, the selection of deputies to serve as SRO, performance standards and discipline of deputies and any other personnel matters incidental to the performance of services shall remain with the SCSO. The District, however, may provide input of an advisory nature in connection with the selection and evaluation of the SRO.
4. The Parties will cooperate to ensure a deputy serving as an SRO receives training as necessary to permit the SRO to effectively perform their duties in the context of the school's educational mission, including training on all of the topics required by Minn. Stat. 626.8482, as amended.
5. The SRO will provide statistical reports on selected data, as agreed to by the District and the SCSO, a minimum of two times per school year (mid-year and end-of-year reports).
6. In the event that the SRO or other law enforcement official from the SCSO, upon written request of the District's Authorized Representative, perform other services not herein described or which exceed the agreed upon level of services provided herein, such services shall be billed, in addition to the stated agreement payment, based on the direct and actual costs of services requested by the District.



DRUG, ALCOHOL, AND CANNABIS TESTING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or
 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

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

A. General Statement of Policy

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

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.

7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver:
 - (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
 - (b) fails to remain at the testing site until the testing process is complete;
 - (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
 - (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test;
 - (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists;
 - (f) fails or declines to take an additional test as directed by the school district or the collector;
 - (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER;
 - (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms);
 - (i) fails to follow the observer’s instructions, in an observed collection, to raise the driver’s clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
 - (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process;
 - (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or
 - (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing
13. “Safety-Sensitive Functions” are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. “Screening Test Technician” (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. “Stand Down” means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the

MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.

16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

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

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have

been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment
- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years
- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for,

but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

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

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.

- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
 - e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible
4. Reasonable Suspicion Testing
- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
 - b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
 - c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
 - d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
5. Return-To-Duty Testing
- A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements
6. Follow-Up Testing
- When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
7. Refusal to Submit and Attendant Consequences
- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
 - b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section

521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

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

explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

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

2. Alcohol Testing

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

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and

- b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

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

M. Recordkeeping Requirements and Retention of Records

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

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

Basic Records--5 years. "Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers—3 years; Alcohol and controlled substance collection procedures—2 years; Negative and cancelled controlled substance tests—1 year; Alcohol tests with less than 0.02 concentration—1 year; Education and training records—indefinite

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

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows:
 - 1) Any on-duty alcohol use;
 - 2) Any pre-duty alcohol use;
 - 3) Any alcohol use following an accident; and
 - 4) Any controlled substance use
- f. Any report from a substance abuse professional certifying successful completion of the return to work process;
- g. Any negative return to duty test; and
- h. Any employer's report of completion of follow-up testing

N. Training

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

O. Consequences of Prohibited Conduct and Enforcement

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

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district
- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment
- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements

3. Disciplinary Action

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

P. Other Testing

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

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under

Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701
2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

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

A. Definitions

1. “Cannabis testing” means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. “Confirmatory test” and “confirmatory retest” mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. “Drug” means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. “Drug and Alcohol Testing,” “Drug or Alcohol Testing,” and “Drug or Alcohol Test” mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. “Job Applicant” means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver’s license, and includes a person who has received a job offer made contingent on the person’s passing drug or alcohol testing. Job applicants for positions requiring a commercial driver’s license are governed by the provisions of the charter school’s drug and alcohol testing policy relating to school bus drivers (Section III).
8. “Oral fluid test” means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:
 - a. Can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and
 - b. Does not require the services of a testing laboratory under section 181.953, subdivision 1.
9. “Other Employees” means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver’s license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver’s license are primarily governed by the provisions of the charter school’s drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver’s license is not mandated by federal law and

regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of “other employees.”

10. “Positive Test Result” means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
11. “Random Selection Basis” means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
12. “Reasonable Suspicion” means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
13. “Safety-Sensitive Position” means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

- a. The school district may not request or require an employee or job applicant whose position does not require a commercial driver’s license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a..
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver’s license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

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

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
 - b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
 - c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
 - d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.
4. Oral fluid testing
- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
 - b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
 - c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.
 - d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.
5. Random Testing
- The school district may request or require “other employees” to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.
6. Reasonable Suspicion Testing
- The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:
- a. is under the influence of cannabis, drugs or alcohol;
 - b. has violated the school district’s written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district’s premises or operating the school district’s vehicles, machinery, or equipment;

- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
 - d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.
- 7. Treatment Program Testing

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

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

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.
- D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal
 - 1. Right of Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV. D.
 - 2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

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

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

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

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

- drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.
3. Notice of and Right to Test Result Report
Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.
 4. Notice of and Right to Explain Positive Test Result
 - a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information see Attachment G to this policy.
 - b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
 - c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
 - d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product
 - e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.
 5. Notice of and Right to Request Confirmatory Retests
 - a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
 - b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
 6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

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

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

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug, alcohol test or cannabis test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

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

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

the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

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

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

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

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

2. Confidentiality Limitations

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

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

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

4. Privilege

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

J. Notice of Testing Policy to Affected Employees

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

V. **POSTING**

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

- Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)
- Cross-References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

CHEMICAL USE AND ABUSE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substance, medical cannabis, marijuana, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse pre-assessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The school district shall establish a drug-free awareness program for its employees.

III. DEFINITIONS

- A. "Chemical abuse," as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor's normal function in academic, school, or social activities is chronically impaired.
- B. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverage, intoxicating liquors or tobacco. As otherwise defined in this policy "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- D. "Teacher" means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, deans, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, coaches and advisors, media

generalists, media supervisors, and speech therapists.

IV. STUDENTS

A. Districtwide School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.

B. Programs and Activities

1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.
2. As part of its drug-free programs, the school district may implement drug abuse resistance education programs that enable peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse pre-assessment team, or staff member assigned duties similar to those of such a team, of this information
2. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56.
3. Searches by school district officials in connection with the use, possession, or transfer, of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1 prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Pre-assessment Team

1. Every school that participates in a school district chemical abuse program may establish a chemical abuse pre-assessment team designated by the superintendent or designee. The team may be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, ~~or~~ and others appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.

2. Destruction of Records

- a) If the pre-assessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
- b) If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c) Destruction of records identifying individual students shall be governed by paragraph IV.E.2 notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

F. Consent

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

V. EMPLOYEES

- A. The school district shall establish a drug-free awareness program to inform employees about:
 1. The dangers drug abuse in the workplace
 2. The school district's policy of maintaining a drug-free workplace
 3. Available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed on employees for drug abuse violations
- B. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 124D.695 (Approved Recovery Program Funding)
Minn. Stat. § 126C.44 (Safe Schools Levy)
Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
Minn. Stat. § 152.22 (Definitions: Medical Cannabis)
Minn. Stat. § 152.23 (Limitations: Medical Cannabis)
Minn. Stat. § 299A.33 (DARE Program)
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)
20 U.S.C. § 5812 (National Education Goals)
20 U.S.C. § 7175 (Local Activities)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)



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SCHOOL WEAPONS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.
- B. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- C. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- D. "Weapon"
 - 1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; intermuscular disruptive device; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
 - 2. No person shall possess, use, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
 1. active licensed peace officers;
 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 3. reserve peace officers and private licensed security, who are on duty performing official duties;
 4. persons authorized to carry a pistol under Minnesota Statutes, section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 5. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes sections 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes, section 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.
 6. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
 7. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
 8. a gun or knife show held on school property;
 9. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
 10. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.
- C. Policy Application to Instructional Equipment/Tools
While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or

nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

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

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:

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

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

C. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

D. Administrative Discretion

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

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

A. Employees

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

B. Other Nonstudents

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

VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES

- A. The school district must electronically report to the Commissioner of the Minnesota Department of Education (“Commissioner”) incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.
- B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.
 - 1) “Active shooter incident” means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.
 - 2) “Active shooter threat” means a real or perceived threat that an active shooter incident will occur.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Policy to Refer Firearms)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M., 611 N.W.2d 802 (Minn. 2000)
In re A.D., 883 N.W.2d 251 (Minn. 2016)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)



STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

- a. assess a student's readiness and motivation for acceleration; as deemed appropriate by the building principal and superintendent; and
- b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

5. Early Entrance Procedures for Kindergarten

In accordance with Minnesota Statute 124D.02, no child shall be admitted as a kindergarten student unless he/she is at least five years of age on September 1 of the calendar year in which the school year for which he/she seeks admission commences. The statute provides that exceptions may be approved by the Board of Education as criteria for early admittance. Accordingly, the following procedures are established.

Criteria for Early Entrance:

- a. Children will only be considered whose 5th birthday falls after September 1st and on or before October 31st of the year in which admission is requested.
- b. Parents/Guardians indicate interest by April 15th of the school year previous to anticipated entrance
- c. The parent/guardian will schedule an evaluation for the child with a licensed school psychologist to be paid by parents/guardians. (Scholarships are available for parents/ guardians who qualify based on federal standards for free and reduced priced meal guidelines).
- d. Children must score 130 or higher on an individually administered, comprehensive cognitive ability test.
- e. Children must demonstrate high academic skills, social and emotional maturity, and persistence as determined by Big Lake Schools.
- f. Results of testing must be submitted to the building principal no later than July 1st.

Early Admittance will be Completed in Accordance with the Following Procedures:

- a. Parents/Guardians that feel it is in the best interest of their child to gain early admissions into kindergarten shall complete an application and submit to the Principal at Liberty Elementary School. The application deadline is April 15th for Early Admission for the following school year.
- b. If the Principal of Liberty Elementary school determines that the circumstances are worthy of consideration, he/she will recommend that (1) the child be referred for further evaluation; or (2) the application for early entrance does not warrant further consideration.
- c. If the recommendation is for further evaluation, the school will approve a licensed school psychologist to administer an individual comprehensive cognitive ability test. The parents/guardians shall pay the expense of this testing.
- d. If the child meets the required cognitive ability score, the school district will designate a teacher to meet with the child and assess the child's academic skills, and observe the child's social and emotional development.
- e. A conference will be held with the principal, parents/legal guardians, child applicant, and/or other appropriate staff such as kindergarten

teacher, representative from early childhood, school psychologist, gifted and talented teacher and social worker to consider each early entrance candidate.

- f. Based on the results of the cognitive ability testing, academic testing, and social and emotional screening, the Liberty Elementary School Principal will make the decision for or against early admission.
- g. Parents/guardians will be notified of the decision.
- h. All early entrants will be considered as trial placements and as such will be continually evaluated to determine if the child has been appropriately placed.

6. Other Grades and Transfers:

- a. Admissions of students to all other grades shall be contingent upon completion of all previous grades. An exception to this rule may apply in the case of a child who is six years of age on or before September 1, but the child has not completed kindergarten. If a child has not completed Kindergarten and parents/guardians are requesting early admission to first grade, the procedures outlined in this policy will apply.
- b. Children transferring from another school shall be placed in the grade indicated by their chronological age and/or grade placement in the previous school, pending observation by the school personnel. After these observations have been completed, the elementary principal will determine final grade placement.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
M.S. § 120B.15 – Gifted and Talented Students Programs
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)
Minn. Stat. § 124D.02 (School Board Powers; Enrollment)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours or at any facility or other place where the alleged victim or other children might be found or the child may be transported to, and the interview may be conducted at a place appropriate for the interview of a child designated by the local welfare agency or law enforcement agency. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.
- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property before the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. For an interview conducted by the local welfare agency, the notification shall be signed by the chair of the local social services agency or the chair's designee. The notification is private educational

data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than twenty-four (24) hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



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SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards, Minnesota State, and federal law and are aligned with comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable and in accordance with Big Lake Schools Strategic Plan.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist", as defined in Minnesota Statutes, section 120B.11, means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining", as defined in Minnesota Statutes, section 120B.11, means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies", as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. "Institutional racism", as defined in Minnesota Statutes, section 120B.11, means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color
- J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

- K. “Performance measures” are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:
- 1) the size of the academic achievement gap; rigorous course taking, including college level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2) student performance on the Minnesota Comprehensive Assessments;
 - 3) high school graduation rates; and
 - 4) career and college readiness under Minnesota Statutes section 120B.30, subdivision 1

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:
- 1) clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b) (2);
 - 2) a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to comprehensive achievement and civic readiness;
 - 3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students’ access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;
 - 4) strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 - 5) a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 - 6) education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
 - 7) an annual budget for continuing to implement the school district plan; and
 - 8) identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Reading and the Read Act)

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district

II. GENERAL STATEMENT

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to fully comply with 20 United States Code section 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board directs the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. This policy establishes the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, parents who are

economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 - 3) Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the planning review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if process includes an adequate representation of parents of participating children;
 - 4) Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions, and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

- 5) If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
- 1) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 - 2) Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 - 3) Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how the school district will:
- 1) Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - 2) Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 - 3) Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 - 4) Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 - 5) Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

- 6) Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
- 1) Involve parents in the development of training for school staff to improve the effectiveness of such training;
 - 2) Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 - 3) Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
 - 4) Train parents to enhance the involvement of other parents;
 - 5) Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
 - 6) Adopt and implement model approaches to improving parental involvement;
 - 7) Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 - 8) Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parent–and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parental Involvement)

Cross References: None

Resources: [U.S. Department of Education: Parent and Family Engagement Non-Regulatory Guidance \(January 2025\)](#)

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment, which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Comprehensive achievement and civic readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.
- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1) The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district’s Advisory Committee.
- 2) The District Advisory Committee created under the Curriculum Development Policy is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- 3) The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum.

Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices,

student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

The superintendent shall direct the assistant superintendent of teaching and learning to lead an annual program review for all grade levels and courses. Teachers shall be provided a process and the procedures, as well as any required training, to complete the review process prior to, during, and after the school year, as many curricular reviews to align with newly established Minnesota Academic Standards require additional time.

The district will follow the prescribed timeline for curriculum development and implementation outlined by the Minnesota Department of Education.

The timelines and procedures for district curricular development, implementation, and review will be posted on the district website and shared annually at district curriculum advisory committee and School Board meetings.

C. Implementation of Graduation Requirements

- 1) The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
- 2) The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components
- 3) The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

- 1) By May of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process
- 2) The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards

- b. Reviewing annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Reviewing recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and
 - d. Advising the school board about development of the annual budget
- 3) The District Advisory Committee shall meet the following criteria:
- a. The District Advisory Committee shall ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board
- 4) Translation services should be provided to the extent appropriate and practicable
- 5) The District Advisory Committee shall meet the following timeline each year:
- September: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board
- Oct-Dec: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area
- April-May: Review evaluation results and prepare recommendations
- May: Present recommendations to the school board for its input and approval.

Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

E. Reporting

- 1) Consistent with Minnesota Statutes section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an

electronic summary of its report to the Commissioner in the form and manner the Commissioner determines.

The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner required under Minnesota Statutes, section 120B.11, subdivision 5.

- 2) The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
- 3) The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.
- 4) The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act))

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

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

LITERACY AND THE READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based literacy instruction" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

- G. "Oral language," also called " expressive language" or “receptive language” includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word. “Three-cueing system” is not evidence-based instruction.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. **READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT**

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district’s annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:
 - 1) the student's reading proficiency as measured by a screener approved by MDE;
 - 2) reading-related services currently being provided to the student and the student's progress; and
 - 3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student’s reading proficiency in English or in the program’s partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students’ reading proficiency,

including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive oral language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in dual language immersion programs:
 - 1) if students are screened in the partner language, they must be screened at the same interval as the screenings in English under Paragraph A above;
 - 2) if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
 - 3) if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
 - 4) if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
 - 5) the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the

MDE Commissioner (“Commissioner”) by June 15 in the form and manner determined by the Commissioner.

- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:
 - 1) a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 - 2) the number of students universally screened for that reporting year;
 - 3) the number of students demonstrating characteristics of dyslexia for that year; and
 - 4) an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. A district or charter school is strongly encouraged to provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3 or a screener identified by the Department of Education under section 120B.123. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the

personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
- 1) a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 - 2) a process to notify and involve parents;
 - 3) a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 - 4) evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 - 5) identification of staff development needs, including a plan to meet those needs;
 - 6) the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
 - 7) a statement of whether the school district has adopted a MTSS framework;
 - 8) student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level.
 - 9) the number of teachers and other staff that have completed training approved by the department.
 - 10) the number of teachers and other staff proposed for training in structured literacy;
 - 11) how the district used funding provided under the Read Act to implement the requirements of the Read Act;
 - 12) beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
 - 13) beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
- 1) Reading intervention teachers working with students in kindergarten through grade 12;

- 2) all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3) kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4) curriculum directors;
 - 5) instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 - 6) employees who select literacy instructional materials for a district; and
 - 7) teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
- 1) teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2) teachers who provide instruction to students in a state-approved alternative program; and
 - 3) teachers who provide instruction to students in dual language immersion programs

The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
- 1) A certified trained facilitator; or
 - 2) A training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
- 1) elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - 2) elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 - 3) licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 - 4) licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing

- strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and
- 5) licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to meet the requirements and goals adopted in the school district's local literacy plan.

- Legal References:*** Minn. Stat. § 120B.119 (Read Act Definitions)
 Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
 Minn. Stat. § 120B.123 (Read Act Implementation)
 Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
 Minn. Stat. §124D.68 (Graduation Incentives Program)
 Minn. Stat. § 124D.98 (Literacy Incentive Aid)
 Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None



STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

Big Lake Schools provides safe, efficient, and appropriate transportation services to all authorized passengers in accordance with all applicable state and federal law. The nature of the equipment provided for transportation, the scheduling of its use, and the walking zones that affect transportation shall be determined solely by the Board of Education or its duly authorized representative. In cases where transportation is required, but it is not considered feasible to furnish bus transportation, contracts may be established to provide alternative transportation.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through grade 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled in a school during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials with 4 weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in

grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school
8. The school district shall adopt and make available for public review a curriculum for transportation safety education
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training

C. Active Transportation Safety Training

1. Training required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads
- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include
 - i. pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - ii. bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and
 - iii. electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

2. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up
- b. time. The school bus driver will not wait for late students.
- c. Respect the property of others while waiting at your bus stop.
- d. Keep your arms, legs and belongings to yourself.
- e. Use appropriate language.
- f. Stay away from the street, road or highway when waiting for the bus.
- g. Wait until the bus stops before approaching the bus.
- h. After getting off the bus, move away from the bus.
- i. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- j. No fighting, harassment, intimidation, or horseplay.
- k. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself
- f. No fighting, harassment, intimidation, or horseplay
- g. Do not throw any object
- h. No eating or drinking, or use of alcohol, tobacco, or drugs.
- i. Do not damage the bus

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.
 - 1st Offense: report to parents and/or one day suspension from riding the bus
 - 2nd Offense: 1-3 school days suspension from riding the bus

- 3rd Offense: 3-5 school days suspension from riding the bus
- 4th Offense: 5-10 school days suspension from riding the bus and meeting with parent/guardian
- Alternate Consequences: Consequences are assigned by Vision. Based upon the circumstances, an administrator may use his/her discretion in applying alternate consequences

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

b. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus misconduct.

c. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law

d. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

e. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each bus.

f. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parent/Guardian Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to school administrators
4. Monitor bus stops, if possible.
5. Have children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraph VII.D., below
- B. The school district or contracted service provider shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy

- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy
- F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety's *Minnesota Model School Bus Driver Training Program*. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district or contracted service provider shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the *Model School Bus Driver Training Program*
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately
4. Know and understand relevant laws, rules of the road, and local school bus safety policies
5. Handle emergency situations; and

6. Safely load and unload students

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the *Minnesota Model School Bus Driver Training Program*
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in or assigned to a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, by a signed, written request a daycare facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes section 169.011, subdivision 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver’s compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver’s compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - i. safe operation of a type III vehicle;
 - ii. understanding student behavior, including issues relating to students with disabilities;
 - iii. encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - iv. knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - v. handling emergency situations;
 - vi. proper use of seat belts and child safety restraints;
 - vii. performance of pretrip vehicle inspections;
 - viii. safe loading and unloading of students, including, but not limited to:
 - a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - d) placing the type III vehicle in "park" during loading and unloading;
 - e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - ix. compliance with paragraph V.F. concerning reporting convictions to the employer within ten (10) days of the date of conviction.
 - c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required

by Minnesota Statutes section 171.321, subdivision 2.

- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
 - f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
 - g. A person who sustains a conviction, as defined under Minnesota Statutes 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
 - i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, subdivision 2 (See Paragraph II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.
 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the *Minnesota Model School Bus Driver Training Program*. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for

students requiring special transportation service because of a disability. The information shall state:

1. the student's name and address;
2. the nature of the student's disabilities;
3. emergency health care information; and
4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director or contracted service provider shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses) Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts;

Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References:

MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing) MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil

Records)

MSBA/MASA Model Policy 707 (Transportation of Public Students)

MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students) MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Resources:

Minnesota Department of Public Safety: *School Bus Resources* (accessed 10/12/25)

National Highway Traffic Safety Administration: *Guideline for the Safe Transportation of Pre-school Age Children in School Buses* (Feb. 1999) (accessed 10/12/25)



PUBLIC DATA REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor, pursuant to Policy 515 and/or legal council.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1) A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2) Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3) The identity of the requestor is public, if provided, but cannot be required by the government entity.

4) The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1) The responsible authority will notify the requestor in writing as follows:

- a. The requested data does not exist; or
- b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - i. If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform

the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

- ii. Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
- c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 - 2) The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 - 3) The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 - 4) The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 - 5) The school district is not required to respond to questions that are not about a particular data request or requests for data in general.
- C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

A request for the preparation of summary data must include the following information:

 - 1) Date the request is made;
 - 2) A clear description of the data requested;
 - 3) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 4) Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1) The estimated costs of preparing the summary data, if any; and
 - 2) The summary data requested; or
 - 3) A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 - 4) A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the

administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;
 3. A clear description of the data requested;
 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data

VIII. COSTS

A. Public Data

- 1) The school district will charge for copies provided as follows:
 - a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.
 - b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - i. The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - ii. Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
- 2) All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

- 1) Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
- 2) The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

- 1) The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

- 2) The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. ANNUAL REVIEW AND POSTING

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Responsible Authority:

Tim Trueebenbach
701 Minnesota Ave, Big Lake MN 55309
763-262-2536 t.trueebenbach@biglakeschools.org

Data Practices Compliance Official:

Tim Trueebenbach
701 Minnesota Ave, Big Lake MN 55309
763-262-2536 t.trueebenbach@biglakeschools.org

Data Practices Designee(s):

Tim Trueebenbach
701 Minnesota Ave, Big Lake MN 55309
763-262-2536 t.trueebenbach@biglakeschools.org

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

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

RESOLUTION ACCEPTING DONATIONS

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 Big Lake Schools, ISD 727, gratefully accepts the following donations as identified below:

Donor	Item	Designated Purpose (if any)
MSHSL Foundation	\$7,924.00	Sports Psychology and Athletics
Monticello Lions Club	\$500.00	Baseball Booster field repair
Big Lake Girls Basketball Booster Club	\$1,347.21	Fergus Falls hotel rooms
Mary of the Visitation	Clothing, supplies, shoes, gas gift card valued at \$487.00	Families in need at the elementary schools
Old National Bank	\$500.00	Scholarship for Graduating Seniors
Big Lake Food Shelf	Coffee mugs valued at \$380.00	Community Ed Youth Programs
Mark Graham	Supplies, equipment, books, and materials valued at \$6,000.00	For physical education, STEAM, behavior management, and staff training

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted on February 25, 2026.



American Indian Education

School Board Meeting
February 25th, 2026

American Indian Education Aid (AIEA)

- Support postsecondary preparation for American Indian students
- Support the academic achievement of American Indian students
- Make curriculum relevant to the needs, interests, and cultural heritage of American Indian students
- Provide positive reinforcement of the self-image of American Indian students
- Develop intercultural awareness among students, parents, and staff
- Supplement state and federal educational programs

American Indian Education At Big Lake Schools

American Indian Student Population: 67 Students Registered

- Liberty Elementary School: 20 Students
- Independence Elementary STEM School: 13 Students
- Big Lake Middle School: 13 Students
- Big Lake High School: 31 Students
- BL Online 6-12: 5 Students

American Indian Education Aid

- 2025-2026 Budget: \$63,500

Examples of Supporting American Indian Students

- American Indian Education Coordinator (Raven Gonser)
- American Indian Parent Advisory Committee
- Student leadership groups at all four schools
- Events (speakers, indigenous foods, powwow, indigenous games, craft making, end of year celebration)
- College preparation and tours
- Field trips
- Literacy totes for preschoolers
- Minnesota Indian Education Association Conference
- Driver's education



American Indian Advisory Parent Committee (AIPAC)

- An advisory team to help ensure that American Indian students at Big Lake Schools are receiving culturally relevant and equitable educational opportunities
- Create program goals to use state-issued supplementary funds to enhance American Indian education programs and initiatives
- Monthly meetings to discuss progress on program goals and gather feedback from students and families

Annual Compliance

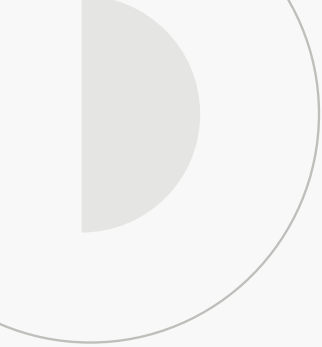
Prior to March 1 each year, the AIPAC must vote on whether or not they concur with the educational offerings the district has provided to American Indian students.

On Wednesday, February 18th, 2026 the Big Lake Schools AIPAC voted their concurrence. The AIPAC feels strongly that the district has been meeting the needs of American Indian students!

Any Questions?



**Thank you, school board, for
supporting this program!**



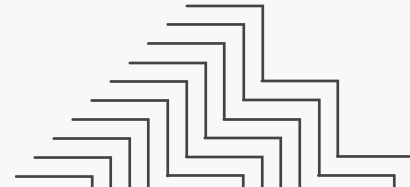
MTSS Update: Year 4

Big Lake Schools

117



School Board Meeting
February 25, 2026



What is MTSS?

MTSS is not a program, but rather a framework designed to organize a continuum of support to ensure that every student receives the appropriate intensity and type of academic and behavior support they need for success in school.



Focus On Alignment And Integration For Student Success





Our Journey



2022-2023

- Initial Administrator Training

2023-2024

- Additional Administrator Training
- Present the Framework to Staff

2024-2025

- Districtwide Implementation
- Received MnMTSS Grant

2025-2026

- Created 5 districtwide goals based on MTSS self-assessment
- MnMTSS Grant ends June, 2026

Five Core Components

- **Infrastructure For Continuous Improvement**
 - A strong foundation in place so all staff can work efficiently together
- **Assessment**
 - Gathering evidence to make educational decisions that improve learning for all students
- **Data-based Decision Making**
 - Use data to make decisions that impact holistic student learning and well-being
- **Multi-Layered Practices and Support**
 - Multi-layered practices that intensify supports as needed
- **Family and Community Engagement**
 - Build relational trust and honor the lived experiences of all stakeholders





2025-2026 Goal:

Infrastructure for Continuous Improvement

- **Strengthen teacher collective efficacy by increasing the beliefs of teachers**
 - **Teacher survey**
 - **Building level discussions and PD**





2025-2026 Goal:

Assessment

- All staff administering FastBridge screeners will complete a self-evaluation fidelity check
 - K: letter sounds
 - 1: nonsense words
 - 2-10: aReading





2025-2026 Goal:

Data-based Decision Making

- **All licensed staff will be able to locate and interpret classroom screening data in eduClimber**
 - **Create custom data walls**
 - **Analyze student data**





2025-2026 Goal:

Multi-layered Practices and Supports

- All schools will develop and pilot a walkthrough tool to monitor the fidelity of a Tier 1 instructional resource
 - K-8: Literacy
 - 9-12: Science





2025-2026 Goal:



Family and Community Engagement

- **Enhance the capacity of educators to build relational trust and engage will all families**
 - **Incorporate The Hornet Way**
 - **Staff newsletters**
 - **Staff communication to families**





School Year 2026-2027

- **Incorporate the MTSS framework into early childhood education**
 - **Utilize more fidelity check tools**
 - **Align goals across the district**
 - **Enhance tier one instructional practices**
 - **Improve family and community engagement**
- 
- 





Thank You!

Any Questions?

Ben Bonnett
MTSS Coordinator
b.bonnett@biglakeschools.org



Capti ReadBasix

1.
What It Is

ReadBasix

- x Screener for Dyslexia and other Reading Difficulties
- x Required by MDE for students in grades 4-12 who are not meeting grade level proficiency in reading
- x As a start, Big Lake is assessing students in grades 4-10 **below the 25th percentile**



4 Subtests Required in 25-26

x **Word Recognition and Decoding**

- x Asks students to decode words
 - x Some are real
 - x Some are not real
- x Students must decide if the words are
 - x Real
 - x Not real
 - x Sound exactly like a real word



4 Subtests Required in 25-26

x **Vocabulary**

- x Asks students to know the meaning of words
- x Asks students to know how words are related
- x Assesses student knowledge of Tier 2 words (words that are used in multiple contexts across subject areas)
- x Assesses students knowledge of Tier 3 words (words that are discipline-specific)



4 Subtests Required in 25-26

x **Morphology**

- x Assesses student knowledge of word parts, like prefixes and suffixes
- x Assesses student knowledge of how word parts impact meaning
- x Assesses student knowledge of how syntax impacts word usage



4 Subtests Required in 25-26

x **Reading Efficiency**

- x Similar to a MAZE test
- x Assesses reading automaticity (timed assessment)
- x Assesses student ability to comprehend what they are reading by selecting appropriate word to complete sentences

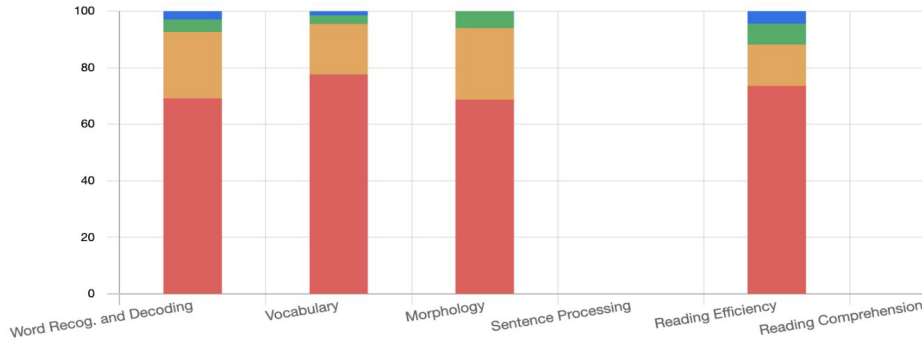


2.
What Our Data Says
(so far)

Fourth Grade

Scale Score

Students divided by scale score performance



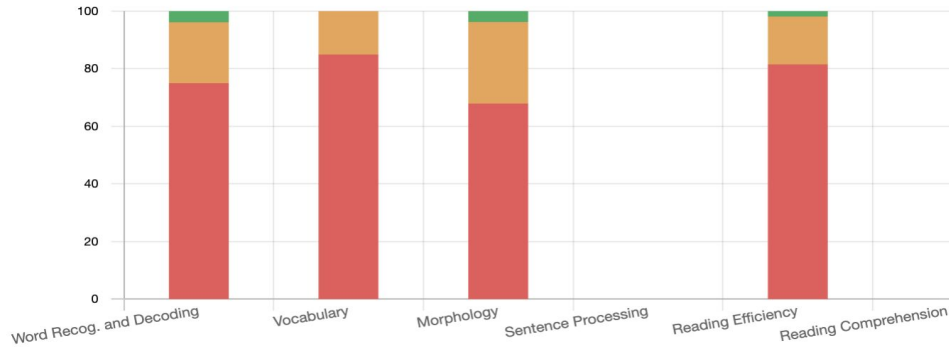
Criterion	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
● Strong performance	2 (3%)	1 (1%)	0 (0%)	0 (0%)	3 (4%)
● High Average performance	3 (4%)	2 (3%)	4 (6%)	0 (0%)	5 (7%)
● Low Average performance	16 (24%)	12 (18%)	17 (25%)	0 (0%)	10 (15%)
● Weak performance	47 (69%)	52 (78%)	46 (69%)	0 (0%)	50 (74%)
Students Total	68	67	67	0	68



Fifth Grade

Scale Score

Students divided by scale score performance



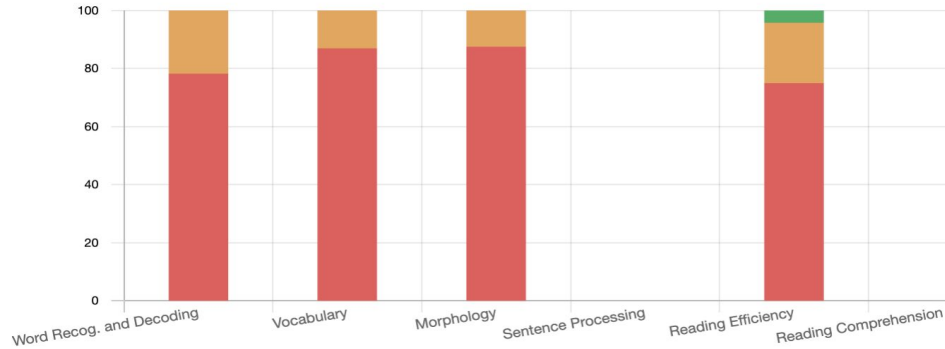
Criterion	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
Strong performance	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
High Average performance	2 (4%)	0 (0%)	2 (4%)	0 (0%)	1 (2%)
Low Average performance	11 (21%)	8 (15%)	15 (28%)	0 (0%)	9 (17%)
Weak performance	39 (75%)	45 (85%)	36 (68%)	0 (0%)	44 (81%)
Students Total	52	53	53	0	54



Sixth Grade

Scale Score

Students divided by scale score performance



Criterion	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
● Strong performance	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
● High Average performance	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)
● Low Average performance	5 (22%)	3 (13%)	3 (13%)	0 (0%)	5 (21%)
● Weak performance	18 (78%)	20 (87%)	21 (88%)	0 (0%)	18 (75%)
Students Total	23	23	24	0	24

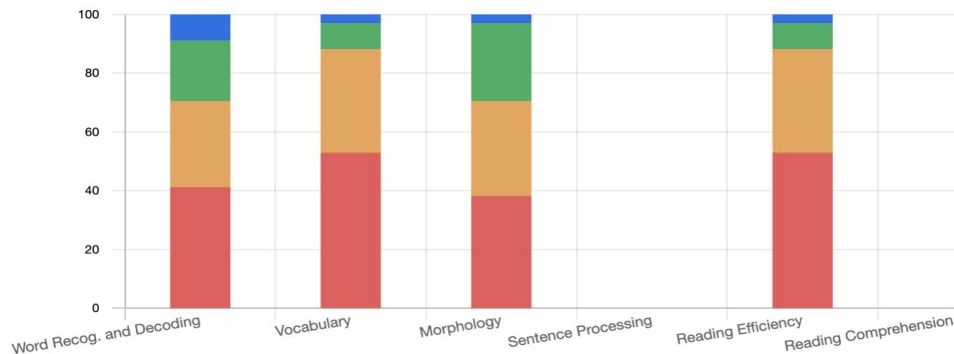


Seventh Grade



Scale Score

Students divided by scale score performance

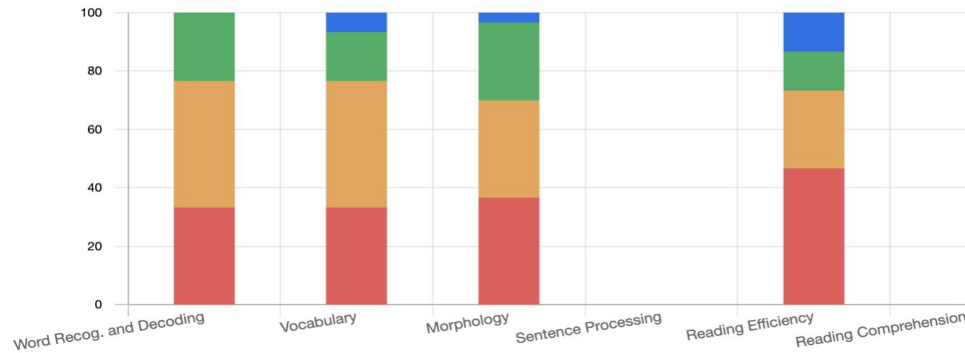


Criterion	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
Strong performance	3 (9%)	1 (3%)	1 (3%)	0 (0%)	1 (3%)
High Average performance	7 (21%)	3 (9%)	9 (26%)	0 (0%)	3 (9%)
Low Average performance	10 (29%)	12 (35%)	11 (32%)	0 (0%)	12 (35%)
Weak performance	14 (41%)	18 (53%)	13 (38%)	0 (0%)	18 (53%)
Students Total	34	34	34	0	34

Eighth Grade

Scale Score

Students divided by scale score performance



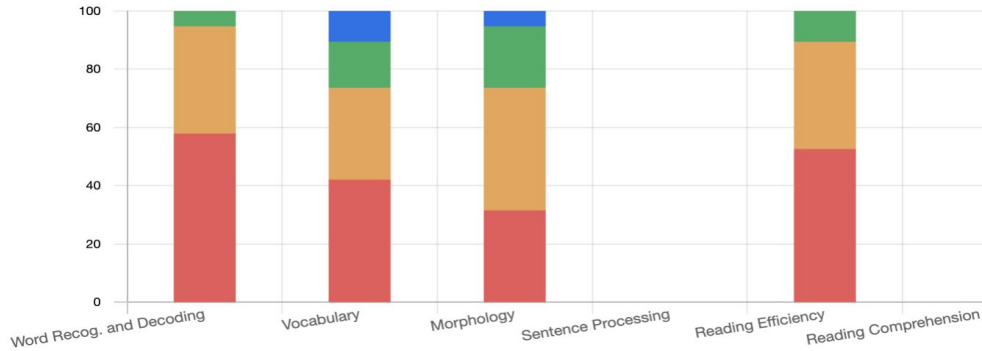
Criterion	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
Strong performance	0 (0%)	2 (7%)	1 (3%)	0 (0%)	4 (13%)
High Average performance	7 (23%)	5 (17%)	8 (27%)	0 (0%)	4 (13%)
Low Average performance	13 (43%)	13 (43%)	10 (33%)	0 (0%)	8 (27%)
Weak performance	10 (33%)	10 (33%)	11 (37%)	0 (0%)	14 (47%)
Students Total	30	30	30	0	30



Ninth Grade

Scale Score

Students divided by scale score performance



Criterion	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
Strong performance	0 (0%)	2 (11%)	1 (5%)	0 (0%)	0 (0%)
High Average performance	1 (5%)	3 (16%)	4 (21%)	0 (0%)	2 (11%)
Low Average performance	7 (37%)	6 (32%)	8 (42%)	0 (0%)	7 (37%)
Weak performance	11 (58%)	8 (42%)	6 (32%)	0 (0%)	10 (53%)
Students Total	19	19	19	0	19



Tenth Grade - Coming Soon



Students Tab in Capti



▲ Students	Lexile®	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
L	-	220	213	217	-	232
M	-	230	239	254	-	244
L	-	225	227	244	-	238
L	-	240	210	218	-	213
M	-	240	244	240	-	228

3.
The Decoding
Threshold

Decoding Threshold

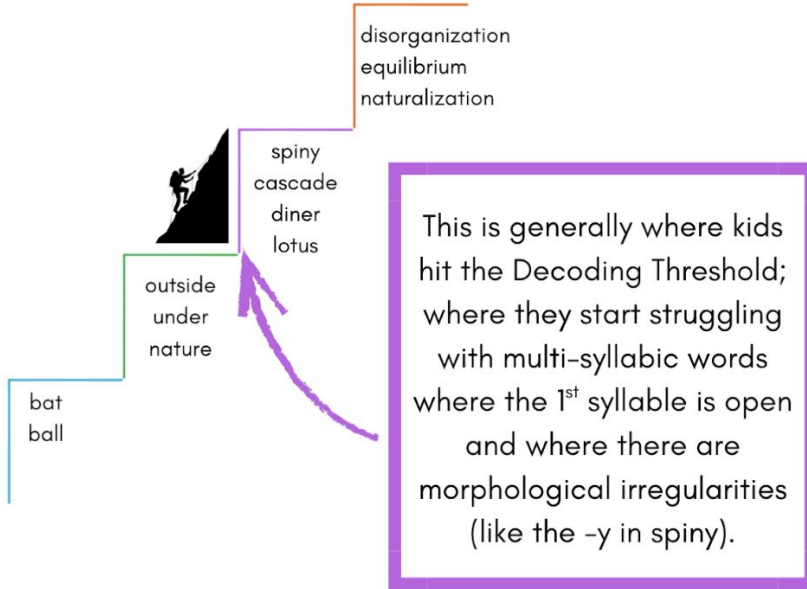
The decoding threshold is the point at which word reading becomes accurate and automatic.

It is a pivotal, research-based milestone in a student's reading journey.

Until students cross this threshold, their cognitive energy is consumed by figuring out individual words, leaving little capacity for understanding what they read.



The Decoding Threshold



Decoding Threshold

- x A score of **235** on the **Word Recognition & Decoding** subtest is the decoding threshold. Students scoring <235 are unable to gain meaning from what they're reading.
- x A score of **250** is ~**Grade Level**.
- x A score of **270** means a student is able to efficiently read more complex texts.



Subtest Scores

Word Recog. and Decoding
220
213
211
205
232
211
211
216

Word Recog. and Decoding
236
230
231
254
223
225
230
214

Word Recog. and Decoding
210
223
197
208
240
233
229
221

Word Recog. and Decoding
220
230
225
240
240
223
245
208



These scores belong to students from Independence, BLMS, and BLHS.

Example Students (Big Lake)

Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
202	222	219	-	223
212	215	217	-	216
213	219	223	-	225
215	228	240	-	241



Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency
260	231	240	-	227
267	240	264	-	236
269	239	271	-	250
270	268	243	-	231

150

Student Summative Report

Vocabulary ⓘ

Performance

Weak



Grade 4 score

An elementary-aged reader at the weak performance level struggles to make sense of text based on a lack of understanding of the meaning of words in the text. The student's limited vocabulary presents a substantial barrier and impairs text comprehension. As the student moves to Grades 4 and 5, academic vocabulary becomes increasingly more frequent.

To support an elementary-aged reader at the weak performance level who struggles with vocabulary, provide direct word learning experiences through word-building exercises and indirect word learning experiences through literacy activities that take place throughout the school day (e.g., listening to stories).

1. Provide direct instruction, such as that detailed by [Beck, McKeown, and Kucan in *Bringing Words to Life: Robust Vocabulary Instruction*](#).
2. Employ an [explicit vocabulary routine](#).
3. Teach [Semantic Gradients](#) that promote growing vocabulary starting with familiar words.
4. For Grade 4 and 5 students, provide explicit instruction on frequently encountered academic words. The SERP Institute's [WordGen Elementary](#) offers support for content-area literacy development.



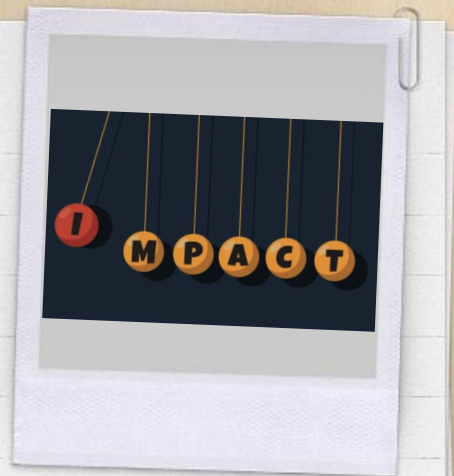
- x Valuable Resources:
- x Latest Report
- x Skill Resources

151

4.
What We Can Do
About It

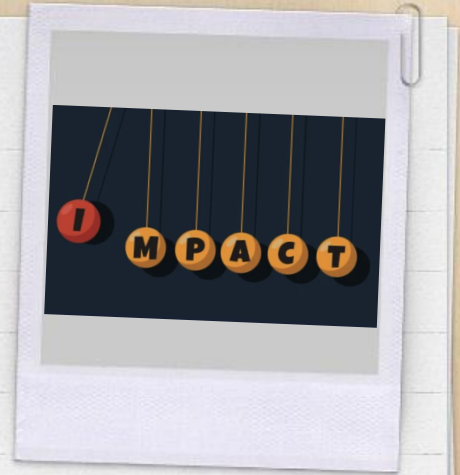
K-2 (Tier 1)

- x Emphasize phoneme-grapheme mapping over phonological sensitivity and phoneme awareness activities
- x Release students to read decodable text as quickly as possible after direct instruction so that they can practice mapping onto real words and texts



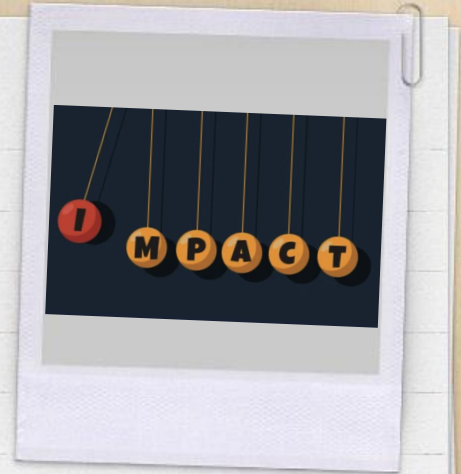
K-2 (Tier 1)

- x Provide direct, explicit vocabulary instruction of Tier 2 words that can be used across content and Tier 3 words tied to content
- x Create Vocabulary Word Walls to support building students' vocabulary and knowledge
- x Provide daily opportunities to write for various reasons and audiences across content areas



3-12 (Tier 1)

- x Release students to read grade-level text as quickly as possible after direct instruction
- x Provide direct, explicit vocabulary instruction of Tier 2 words that can be used across content and Tier 3 words tied to content
- x Instruct and practice Multisyllabic Word Decoding (including syllable types and syllable division rules) every day in every content area



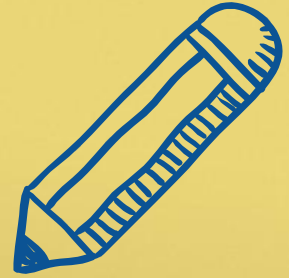
3-12 (Tier 1)

- x Tie Morphology instruction into Vocabulary instruction-knowledge is sticky
- x Create Vocabulary Word Walls to support building students' vocabulary and knowledge
- x Provide daily opportunities to write for various reasons and audiences across content areas



“I am certain that you believe, as I believe, that reading is a civil right and that it is never too late to teach struggling students to read.”

Dr. Anita Archer



School Board Financial Report

February 25, 2026

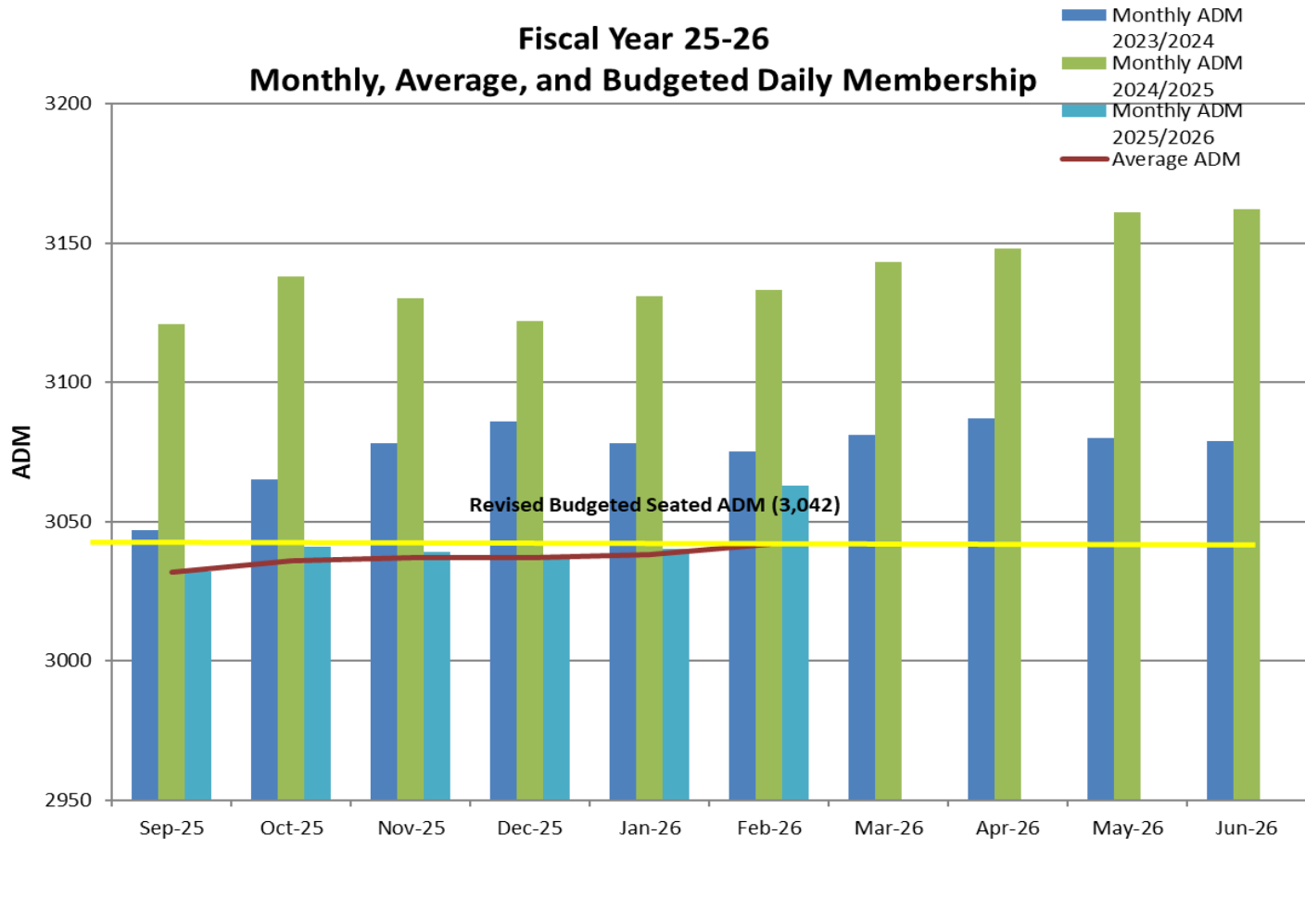
Presented by Angie Manuel, Director of Business Services

25-26 Enrollment Update

- ❖ February 2nd Seated ADM: 3,063
 - +24 ADM from December 1st
 - ✓ Average ADM Sept-Feb: 3,042
 - ✓ Revised Budgeted ADM: 3,042
 - ✓ In alignment with revised budgeted targets
 - ✓ Significant increase in K-12 Big Lake Online

ADM=Average Daily Membership

Fiscal Year 25-26 Monthly, Average, and Budgeted Daily Membership



	Audited Fund Balance June 30,2025	Revenue Budget 25-26	Expenditure Budget 25-26	Projected Net Change Incr(Decr) in Fund Balance	Transfers	Budgeted Fund Balance June 30,2026
General:						
Restricted -						
Long Term Facilities Maintenance	\$ 44,669	\$ 1,568,038	\$ 2,308,801	\$ (740,763)	\$ 700,000	\$ 3,906
Operating Capital	\$ 693,043	\$ 760,625	\$ 1,229,122	\$ (468,497)	\$ -	\$ 224,546
Capital Projects Levy	\$ 433,489	\$ 930,816	\$ 1,357,403	\$ (426,587)	\$ -	\$ 6,902
Staff Development	\$ 263,436	\$ 507,533	\$ 512,172	\$ (4,639)	\$ -	\$ 258,797
Basic Skills	\$ 677,815	\$ 1,716,647	\$ 1,843,535	\$ (126,888)	\$ -	\$ 550,927
Q Comp	\$ 120,329	\$ 806,267	\$ 844,315	\$ (38,048)	\$ -	\$ 82,281
School Library Aid	\$ 40,911	\$ 34,849	\$ 41,547	\$ (6,698)	\$ -	\$ 34,213
Literacy Incentive Aid	\$ -	\$ 146,588	\$ 157,416	\$ (10,828)	\$ 10,828	\$ -
Literacy Aid (READ Act)	\$ 126,091	\$ -	\$ -	\$ -	\$ (15,460)	\$ 110,631
Teacher Compensation READ Act Training	\$ 33,130	\$ -	\$ 37,762	\$ (37,762)	\$ 4,632	\$ -
American Indian Education Aid	\$ -	\$ 63,500	\$ 63,479	\$ 21	\$ -	\$ 21
Third Party/Medical Assistance	\$ 502,225	\$ 110,000	\$ 194,647	\$ (84,647)	\$ -	\$ 417,578
Area Learning Center (ALC)	\$ 133,062	\$ 377,772	\$ 413,591	\$ (35,819)	\$ -	\$ 97,243
Scholarships	\$ 45,089	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ 45,089
Student Activities	\$ 27,134	\$ 7,650	\$ 10,087	\$ (2,437)	\$ -	\$ 24,697
Committed for Severance	\$ 917,410	\$ -	\$ 19,775	\$ (19,775)	\$ -	\$ 897,635
Assigned for Athletics and Activities	\$ 222,581	\$ 1,337,806	\$ 1,481,300	\$ (143,494)	\$ -	\$ 79,087
Assigned for Building Level Activities	\$ 171,698	\$ 32,400	\$ 73,077	\$ (40,677)	\$ -	\$ 131,021
Other Assigned Fund Balances	\$ 3,478,035	\$ 11,999	\$ 383,593	\$ (371,594)	\$ (700,000)	\$ 2,406,441
Nonspendable for Prepaid Items	\$ 57,354	\$ -	\$ -	\$ -	\$ -	\$ 57,354
Unassigned Fund Balance	\$ 9,783,306	\$ 41,039,870	\$ 43,150,887	\$ (2,111,017)	\$ -	\$ 7,672,289
Subtotal	\$ 17,770,807	\$ 49,472,360	\$ 54,142,509	\$ (4,670,149)	\$ -	\$ 13,100,658
Food Service:						
Restricted	\$ 844,616	\$ 2,610,011	\$ 2,718,026	\$ (108,015)	\$ -	\$ 736,601
Nonspendable for Inventory	\$ 34,186	\$ -	\$ -	\$ -	\$ -	\$ 34,186
Subtotal	\$ 878,802	\$ 2,610,011	\$ 2,718,026	\$ (108,015)	\$ -	\$ 770,787
Community Service:						
Nonspendable for Prepaid Items	\$ 11,600	\$ -	\$ -	\$ -	\$ -	\$ 11,600
Restricted -						
Community Education	\$ 1,322,076	\$ 2,694,062	\$ 2,754,941	\$ (60,879)	\$ -	\$ 1,261,197
ECFE	\$ 170,755	\$ 309,594	\$ 281,968	\$ 27,626	\$ -	\$ 198,381
School Readiness	\$ (25,584)	\$ 494,248	\$ 551,094	\$ (56,846)	\$ -	\$ (82,430)
Preschool Screening	\$ 11,752	\$ 21,613	\$ 16,299	\$ 5,314	\$ -	\$ 17,066
Subtotal	\$ 1,490,599	\$ 3,519,517	\$ 3,604,302	\$ (84,785)	\$ -	\$ 1,405,814
Building Construction Fund						
Restricted -						
Long-Term Facilities Maintenance	\$ 27,655	\$ -	\$ 27,655	\$ (27,655)	\$ -	\$ -
Referendum Projects	\$ 2,866,929	\$ 25,000	\$ 2,323,207	\$ (2,298,207)	\$ -	\$ 568,722
	\$ 2,894,584	\$ 25,000	\$ 2,350,862	\$ (2,325,862)	\$ -	\$ 568,722
Debt Service - Restricted	\$ 2,024,280	\$ 4,865,286	\$ 4,482,775	\$ 382,511	\$ -	\$ 2,406,791
OPEB Irrevocable Trust Fund	\$ 1,382,879	\$ 100,000	\$ 138,688	\$ (38,688)	\$ -	\$ 1,344,191
Total	\$ 26,441,951	\$ 60,592,174	\$ 67,437,162	\$ (6,844,988)	\$ -	\$ 19,596,963

25-26 Budget Update

No budget revisions for February

26-27 Budget Reductions Update

Budget Reduction Target: \$1.5 million

- Optimize staffing levels with Board-approved class size ranges
- Evaluate special education caseloads for resource efficiency
- Strategic application of one-time categorical funding
- Utilization of restricted fund balances in compliance with statutory requirements
- Streamlining transportation routes for maximum efficiency
- Review supply budgets for cost-saving opportunities

School Board Action

Approve financial report

CASH REPORT FOR SCHOOL BOARD

BIG LAKE PUBLIC SCHOOLS

Independent School District # 727

for month: Jan 2026

101 - CASH ACCOUNTS					
	Beg Balance	Receipts	Checks	Adjustments	End Balance
General Fund	\$ 535,227	\$ 5,183,843	\$ (5,106,847)		\$ 612,223
Food Service	(\$527,678)	15,168	(181,580)		(\$694,090)
Community Service	\$230	229,614	(310,558)		(\$80,714)
Building Fund	\$0	8,081	(8,081)		\$0
Debt Service	\$891,051	-	(475)		\$890,576
Project fund- HVAC (Fund 15)	\$0				\$0
OPEB Trust Fund	(\$55,231)	52,172	(1,240)		(\$4,299)
TOTAL PER BOOKS	843,599	5,488,878.00	(\$5,608,781)	\$0	723,696
					General Checking Account \$723,696
					TOTAL PER BANK \$723,696

102 - PETTY CASH ACCOUNT					
	Beg Balance	Receipts	Checks	Adjustments	End Balance
General Fund	\$2,316	-	(\$364)	-	\$1,952
					Petty Cash Checking Account \$1,952
					TOTAL PER BANK \$1,952

104 - INVESTMENT ACCOUNTS					
	Beg Balance	Deposits	Withdrawals	Adjustments	End Balance
General Fund	(\$712,502)	\$ 9,205,285	\$ (4,250,000)		\$4,242,783
General Fd Operating Investments	\$19,188,365	13,340	(5,138,379)		\$14,063,326
Food Service	\$1,127,976	188,155	-		\$1,316,131
Community Service	\$1,827,053	33,230	-		\$1,860,283
Debt Service	\$4,973,159	115,651	(3,801,888)		\$1,286,922
Facility Maintenance Invest. 2021A (Fd 15)	\$0				\$0
Facilities Investments 2022A (Fd 06)	\$928,678	1,028	(8,081)		\$921,625
OPEB Trust Fund	\$52,172	-	(52,172)		\$0
OPEB Trust Equities	\$1,462,000	10,535	-		\$1,472,535
TOTAL PER BOOKS	\$28,846,901	\$9,567,224	(\$13,250,520)	\$0	\$25,163,605
					MN Trust \$8,706,119
					Operating Investments \$14,063,326
					Building Fund Investments \$921,625
					OPEB Trust \$1,472,535
					TOTAL PER BANK \$25,163,605

CASH AND INVESTMENT BALANCE SUMMARY BY FUND					
	Beg Balance	Deposits	Withdrawals	Adjustments	End Balance
General Fund	\$ 19,013,406	\$ 14,402,468	\$ (14,495,590)	\$ -	\$ 18,920,284
Food Service	\$600,298	203,323	(181,580)	-	\$622,041
Community Service	\$1,827,283	262,844	(310,558)	-	\$1,779,569
Debt Service	5,864,210	115,651	(3,802,363)	-	2,177,498
Project Fund HVAC- Fund 15	\$0	\$0	\$0	\$0	\$0
Bond Account Investments (fund 06)	\$928,678	\$9,109	(\$16,162)	\$0	\$921,625
OPEB Trust Fund	(\$3,059)	52,172	(53,412)	-	(\$4,299)
OPEB Trust Equities	\$1,462,000	10,535	-	-	\$1,472,535
TOTAL PER BOOKS	29,692,816	\$15,056,102	(\$18,859,665)	\$0	25,889,253
					Cash \$723,696
					Petty Cash \$1,952
					Investments \$25,163,605
		165			TOTAL PER BANK \$25,889,253

WIRE TRANSFER SUMMARY
Big Lake Public Schools
Independent School District #727
January 31, 2026

DATE	FROM	TO	AMOUNT	PURPOSE
1/2/2026	Old National-Checking	Heartland Pmt System	\$ 416.15	Myschoolbucks Credit Card Fees
1/2/2026	MN Trust-PMA	Old National-Checking	\$ 1,500,000.00	Payroll and Payroll AP
1/5/2026	Old National-Checking	Trustmark	\$ 1,225.92	Insurance Coverage
1/6/2026	Old National-Checking	Card Services	\$ 1,352.15	Coborns
1/6/2026	Old National-Checking	SSI MN TRANCHE 2 LLC	\$ 2,711.16	Solar Contract
1/6/2026	Old National-Checking	USS MINNESOTA ONE MT	\$ 4,400.56	Solar Contract
1/6/2026	Old National-Checking	Health Equity	\$ 6,040.10	Health Equity Flex
1/6/2026	Old National-Checking	Amazon	\$ 7,088.82	Invoice Payments
1/6/2026	Old National-Checking	Delta Dental	\$ 31,388.86	Dental Insurance
1/6/2026	Old National-Checking	Health Equity	\$ 44,698.97	H.S.A Contributions
1/6/2026	MN Trust-PMA	Old National-Checking	\$ 52,171.61	OPEB Draw
1/7/2026	Old National-Checking	EYEMED	\$ 2,021.27	Insurance Coverage
1/7/2026	Old National-Checking	EBC	\$ 69,343.56	403b & 457 contributions
1/8/2026	Old National-Checking	Health Equity	\$ 436.40	Health Equity Fee
1/8/2026	Old National-Checking	Amazon	\$ 874.11	Invoice Payments
1/8/2026	Old National-Checking	Health Equity	\$ 1,625.92	Health Equity Flex
1/8/2026	Old National-Checking	Bankcard Service	\$ 5,885.02	ELEYO Credit Card Fees
1/9/2026	Old National-Checking	MN Dept of Rev	\$ 53.00	Sales Tax
1/9/2026	Old National-Checking	United Way	\$ 56.00	United Way EE elections
1/9/2026	Old National-Checking	ELEYOmonthlysoft	\$ 1,575.00	ELEYO User Fees
1/9/2026	Old National-Checking	Health Equity	\$ 5,926.14	Health Equity Flex
1/9/2026	Old National-Checking	BLEM	\$ 9,285.26	Teacher Unions Dues
1/12/2026	Old National-Checking	MN Dept of Rev	\$ 53.00	Sales Tax- refunded
1/12/2026	Old National-Checking	Neopost	\$ 201.00	DO Postage
1/12/2026	Old National-Checking	Transfirst/TSYS	\$ 529.00	Affinity Credit Card fees
1/14/2026	Old National-Checking	Amazon	\$ 1,254.36	Invoice Payments
1/16/2026	Old National-Checking	Old National Bank	\$ 559.31	Old National Service Charge
1/16/2026	Old National-Checking	Health Equity	\$ 3,854.88	Health Equity Flex
1/16/2026	Old National-Checking	Vision Transportation	\$ 312,379.02	Transportation billing
1/16/2026	MN Trust-PMA	Old National-Checking	\$ 2,000,000.00	Payroll and Payroll AP
1/20/2026	Old National-Checking	FleetCor	\$ 183.08	Kwik Trip Billing
1/21/2026	Old National-Checking	Amazon	\$ 914.59	Invoice Payments
1/21/2026	Old National-Checking	Amazon	\$ 1,753.00	Invoice Payments
1/21/2026	Old National-Checking	NewYork Life	\$ 16,237.91	Life & LTD Insurance & suppl. Life
1/21/2026	Old National-Checking	Health Equity	\$ 47,264.39	H.S.A Contributions
1/22/2026	Old National-Checking	United Way	\$ 56.00	United Way EE elections
1/22/2026	Greater Twin City	Old National-Checking	\$ 1,885.00	Pathway I
1/22/2026	Old National-Checking	BLEM	\$ 9,323.36	Teacher Unions Dues
1/22/2026	Old National-Checking	EBC	\$ 70,492.87	403b & 457 contributions
1/23/2026	Old National-Checking	Neopost	\$ 201.00	DO Postage
1/23/2026	Old National-Checking	Health Equity	\$ 773.95	Health Equity Flex
1/23/2026	Old National-Checking	Compass Group	\$ 167,339.51	Chartwells
1/26/2026	Old National-Checking	Neopost	\$ 200.00	DO Postage
1/26/2026	Old National-Checking	Verizon	\$ 998.19	Verizon billing
1/26/2026	Old National-Checking	Windstream	\$ 1,563.10	Windstream billing
1/26/2026	Old National-Checking	AbriterSportd	\$ 10,000.00	Winter Officials
1/28/2026	Old National-Checking	Amazon	\$ 2,396.44	Invoice Payments
1/28/2026	MN Trust-PMA	Bond Trust/US Bank	\$ 3,801,188.00	Bond Interest Payments
1/29/2026	Old National-Checking	Neopost	\$ 201.00	DO Postage
1/29/2026	MN Trust-PMA	Old National-Checking	\$ 750,000.00	Regular AP
1/30/2026	Old National-Checking	SSI MN TRANCHE 2 LLC	\$ 1,515.67	Solar Contract
1/30/2026	Old National-Checking	Health Equity	\$ 1,959.65	Health Equity Flex
1/30/2026	Old National-Checking	USS MINNESOTA ONE MT	\$ 4,863.15	Solar Contract
1/30/2026	MN Trust-PMA BONDS	Old National-Checking	\$ 8,081.33	Bond Draw 2022A
1/30/2026	Benefit Resource BRI	Old National-Checking	\$ 9,561.45	Cobra Payment

COMPLIANCE ISSUES

- | | | |
|----|---|---------------|
| 1) | Preliminary UFARS data loaded to MDE by September 15th, 2025 | In compliance |
| 2) | Revenue and Expenditure Budget published by earlier of one week after school board accepts final audit or November 30, 2025 | In compliance |
| 3) | Final UFARS data to MDE by November 30, 2025 | In compliance |
| 4) | The 2024/2025 audit (electronic copy) received at MDE by December 31st, 2025 | In compliance |
| 5) | Board members having received training in financial matters per statute | In compliance |

FISCAL HEALTH - INCOME STATEMENT PARAMETERS

- 1) Revenue/Expenditure Monitor - *Exp/Rev Summary - FD Report*


	REVENUE			EXPENDITURES		
	Budget	Actual \$ YTD	<i>(Calculated)</i> Actual % YTD	Budget	Actual \$ YTD	<i>(Calculated)</i> Actual % YTD
General Fund (01,05,11 &12)	\$ 49,472,360	\$ 16,661,214	34%	\$ 54,142,509	\$ 23,448,887	43%
Food Service (02)	\$ 2,610,011	\$ 1,072,666	41%	\$ 2,718,026	\$ 1,293,222	48%
Community Service (04)	\$ 3,519,517	\$ 1,816,813	52%	\$ 3,604,302	\$ 1,884,288	52%
Building Construction (06)	\$ 25,000	\$ 27,358	109%	\$ 2,350,862	\$ 2,000,317	85%
Debt Service (07)	\$ 4,865,286	\$ 635,752	13%	\$ 4,482,775	\$ 4,477,575	100%
OPEB Irrevocable Trust Fund (45)	\$ 100,000	\$ 89,057	89%	\$ 138,688	\$ 3,700	3%

- 2) ADM Monitor - *Principals' monthly reporting*

	Original	Adjusted
Budgeted Seated ADM	3115	3042
Tuition ADM	65	72
Budgeted ADM	3180	3114

NOTES

No budget revisions

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-11		
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.														
District Info. (REQUIRED) Enter information		District Info. (REQUIRED) Enter information												
District Name: Big Lake District Number: 727 District Contact Name: Angie Manuel Contact Phone #: 763-262-5185		Date: 2/25/2026 Email: a.manuel@biglakeschools.org												
Expenditure Categories				Fiscal Year (FY) Ending June 30										
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.				2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Finance Code Category (1)														
347	Physical Hazards	\$40,532	\$37,815	\$35,935	\$36,080	\$37,400	\$32,545	\$30,165	\$32,960	\$31,700	\$32,500	\$31,750		
349	Other Hazardous Materials	\$13,408	\$15,200	\$14,250	\$15,250	\$6,000	\$9,100	\$16,200	\$15,300	\$16,200	\$16,000	\$16,000	\$9,000	
352	Environmental Health and Safety Management	\$83,583	\$81,500	\$83,300	\$85,950	\$92,213	\$93,143	\$97,093	\$104,019	\$104,824	\$96,000	\$102,992		
358	Asbestos Removal and Encapsulation	\$2,540	\$1,175	\$2,350	\$2,350	\$1,200	\$2,400	\$2,400	\$2,400	\$2,400	\$1,200	\$1,200		
363	Fire Safety	\$72,217	\$38,150	\$38,600	\$49,250	\$37,050	\$39,850	\$49,650	\$37,800	\$39,350	\$39,000	\$32,200		
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Total Health and Safety Capital Projects - Category (1)				\$212,280	\$173,840	\$174,435	\$188,880	\$173,863	\$177,038	\$195,508	\$191,279	\$194,274	\$186,500	\$177,142
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue														
Finance Code Category (2)														
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$2,031,046	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More - Category (2)				\$0	\$2,031,046	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151														
Finance Code Category 3 (a)														
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms														
Finance/Course Codes Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025														
384	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility														
Finance Code Category (4)														
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects - Category (4)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects														
Finance Code Category (5)														
368	Building Envelope	\$53,965	\$4,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$11,713	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$44,552	\$9,612	\$0	\$0	\$40,000	\$0	\$58,500	\$72,000	\$25,000	\$20,000	\$25,000		
380	Mechanical Systems	\$133,831	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$33,132	\$21,855	\$22,510	\$23,185	\$23,881	\$24,597	\$25,335	\$26,095	\$26,878	\$27,865	\$30,000		
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 Legislation)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
384	Site Projects	\$68,130	\$30,000	\$36,000	\$25,000	\$0	\$25,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Deferred Capital Expenditures and Maintenance Projects - Category (5)				\$345,323	\$65,967	\$58,510	\$48,185	\$63,881	\$49,597	\$83,835	\$98,095	\$51,878	\$47,865	\$55,000
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for \$100,000 or more project/site/year														
Finance Code Category (6)														
383	Roofing Systems - pending 2025 Legislation and if passed effective FY 2027			\$2,410,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Deferred Capital Expense and Maintenance - Category (6)				\$0	\$0	\$2,410,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Annual 10-Year Plan Expenditures				\$557,603	\$2,270,853	\$2,642,945	\$237,065	\$237,744	\$226,635	\$279,343	\$289,374	\$246,152	\$234,365	\$232,142
Fund Balance Section														
Fund 01				FY 25 and 26 Revenue Projection Model Revenue										
Beginning Fund Balance 01-467-XX				\$162,556	\$79,762	-\$632,903	-\$624,365	-\$621,144	\$197,740	\$295,296	\$340,433	\$376,353	\$453,867	\$542,335
LTFM Fiscal Year Revenue - Levy				\$271,349	\$1,590,674	\$2,651,483	\$240,286	\$325,582	\$324,191	\$324,480	\$325,294	\$323,666	\$322,833	\$321,894
LTFM Fiscal Year Revenue - AID if Applicable				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Revenue Other				\$0	\$0	\$0	\$0	\$731,046	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LEVY Page 10, Line 421	LTFM Deduction for applicable Cooperative/Intermediate Member District Levy	\$16,496	\$39,304	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT if applicable - Special Legislation				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures				\$337,647	\$2,264,035	\$2,642,945	\$237,065	\$237,744	\$226,635	\$279,343	\$289,374	\$246,152	\$234,365	\$232,142
Ending Fiscal Year Fund Balance 01-467-XX				\$79,762	-\$632,903	-\$624,365	-\$621,144	\$197,740	\$295,296	\$340,433	\$376,353	\$453,867	\$542,335	\$632,087
Fund 06														
Beginning Fund Balance 06-467-XX				\$226,774	\$6,818	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Bonded Revenue				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Revenue Other				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other Transfers				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures				\$219,956	\$6,818	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Ending Fiscal Year Fund Balance 06-467-XX				\$6,818	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXTRACT OF SCHOOL BOARD MEETING MINUTES
INDEPENDENT SCHOOL DISTRICT NO. 727
BIG LAKE PUBLIC SCHOOLS
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of Independent School District No. 727, Big Lake, Minnesota, was held on February 25th, 2026, at 6:00 pm, for the purpose, in part, of approving the District’s amended #2 FY 27 Long-Term Facility Maintenance Ten-Year Plan as established in Minnesota Statutes 2024, section 123B.595

School Board Member _____ introduced the following resolution and moved its adoption.

RESOLUTION ADOPTING INDEPENDENT SCHOOL DISTRICT NO. 727
AMENDMENT #2 FY 27 LONG-TERM FACILITIES MAINTENANCE TEN-YEAR PLAN

BE IT RESOLVED that School Board of Independent School District No. 727, State of Minnesota, approves the attached amended #2 FY 27 Long-Term Facilities Maintenance Plan.

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

And the following voted against:

WHEREUPON the resolution was declared duly passed and adopted on the 25th day of February 2026.

SCHOOL BOARD CLERK SIGNATURE



February 24, 2026

Board of Education
Independent School District #727
701 Minnesota Avenue
Big Lake, Minnesota 55309

Re: Independent School District #727
Big Lake Middle School Special Education Renovation
Commission No. 252211

Dear Board Members:

On Thursday, February 19, 2026, bids were received for the Big Lake Middle School 2026 Special Education Renovations project. Representatives from the District and Wold coordinated the process. We received bids from four contractors and have summarized the bids in the attached tabulation for your reference.

We have reviewed the bids, and they fall within the parameters of acceptable project pricing expectations. Wold has contacted the low responsible bidder, Versacon, Inc., and they are ready to enter into a contract.

It is our recommendation to award the contract as follows:

<u>Base Bid</u>	<u>\$389,000.00</u>
TOTAL CONTRACT	\$389,000.00

Reimbursables are to be billed at actual rate and are not to exceed \$1,208.

The proposed schedule for this project is as follows:

Contract Documents	January 2026
Bidding	February 2026
Substantial Completion	August 2026

Upon approval, we will forward contracts to Versacon, Inc. to allow them to begin the project. Please do not hesitate to let us know if you have any questions.

Sincerely,

Wold Architects and Engineers

Leslie Lyons

Enclosure

cc: Angie Manuel, ISD #727
Tim Truebenbach, ISD #727
Robert Sehm, Wold
Patrick Triggs, Wold



PROJECT NAME: BIG LAKE MIDDLE SCHOOL SPED RENOVATIONS

BID TABULATION

COMMISSION NO.: 252211
 DATE: 2/19/2026
 TIME: 2:00pm

WOLD ARCHITECTS AND ENGINEERS
 50TH SOUTH 6TH STREET, SUITE 2250
 MINNEAPOLIS, MINNESOTA 55402
 P: 651 772 9025

BIDDERS' NAMES:	ADDENDUM NUMBERS (2):	BID SECURITY:	BASE BID:	REMARKS:
GENERAL CONTRACTORS OF MN 2201 107th LN NE Blaine, MN 55449 763-862-0005	1, 2	X	\$429,720.00	
KNB CONTRACTING LLC 10464 Monroe Ave NW South Have, MN 55382 320-261-5144	1, 2	X	\$399,700.00	172
KUE 130 Central Ave S PO Box 408 Watkins, MN 55389 320-764-2525	1, 2	X	\$465,582.00	
VERSACON, INC 9443 Science Center Dr. Minneapolis, MN 55428 763-391-5610	1, 2	X	\$389,000.00	Apparent Low



Date: 2-19-2026

To: ISD 727

Job Name: Big Lake HS Pool Reno

Attn: TJ Zerwas

Location: Big Lake, MN

Addendums: N/A

Interior Pool Work:

1. Saw cut and chip down several inches below existing pool gutter inlets and wall steps. (as needed.)
2. Clean the surface thoroughly to prep for bond coating.
3. Install a bonded plaster base coat and let it cure.
4. Install new 2x2 racing lane and target tile. (Non-Skid Blue)
5. Install new belly band tile 2x2 Black.
6. Install new 6'x4' tile pad at start of pool ramp. (Non-Skid Blue)
7. Install 12" waterline tile in Non-Skid Blue on ramp wall only.
8. Install a smooth troweled "Blue" Pearl Bright plaster finish.
9. Install existing main drain covers with new stainless hardware.

Total: \$185,842.04

Sandblasting

1. Sandblasting at interior of pool

Total: \$13,378.52

Note: Pricing based on Sourcewell Contract #MN-R5-GC-102825-AAI

On all flooring work, purchaser certifies the subsurface(s) to be properly cured, hardened, moisture protected and prepared per specified or generally accepted manufacturer's standard for the performance set out in this proposal. Acoustics Associates, Inc will not be held responsible or liable for any defects of finished product due to improper or incorrect substrate preparedness.

This proposal is subject to acceptance within 30 days.

TERMS: Net cash payment for 90% of value of material delivered on job, and labor for installing materials in job, during previous 30 day period; shall be done 10th of following month. Balance net cash 30 days after completion. **Unpaid balances after 60 days will be subject to interest at the annual rate of 12%. If collection efforts are required to achieve payment, purchaser shall be responsible for all costs incurred including attorney's fees.**

All taxes now or hereafter levied by any Federal, State or local authority, upon sale of foregoing materials, are not included in the price and shall be paid by purchaser unless specially stated otherwise in this proposal.+

Accepted By: _____
 Title: _____
 Date: _____

Acoustics Associates, Inc

Brennan Pederson
Project Manager



2026-2029 ACHIEVEMENT AND INTEGRATION PLAN

Minda Anderson

Assistant Superintendent

174





Multi-District Collaboration Council (MDCC)

identify shared goals and strategies to increase racial and economic integration across districts

- **Racially Isolated School District:** St. Cloud Area Schools
- **Adjoining Districts:** Annandale, Foley, Becker, Holdingford, Rocori, Sauk Rapids/Rice, Monticello, Kimball, and Big Lake.
- **MDCC serves as a required**, community-based, collaborative body that helps shape local A&I strategies for racially isolated districts.

Key Purposes and Objectives, per Minn. Stat. § 124D.861

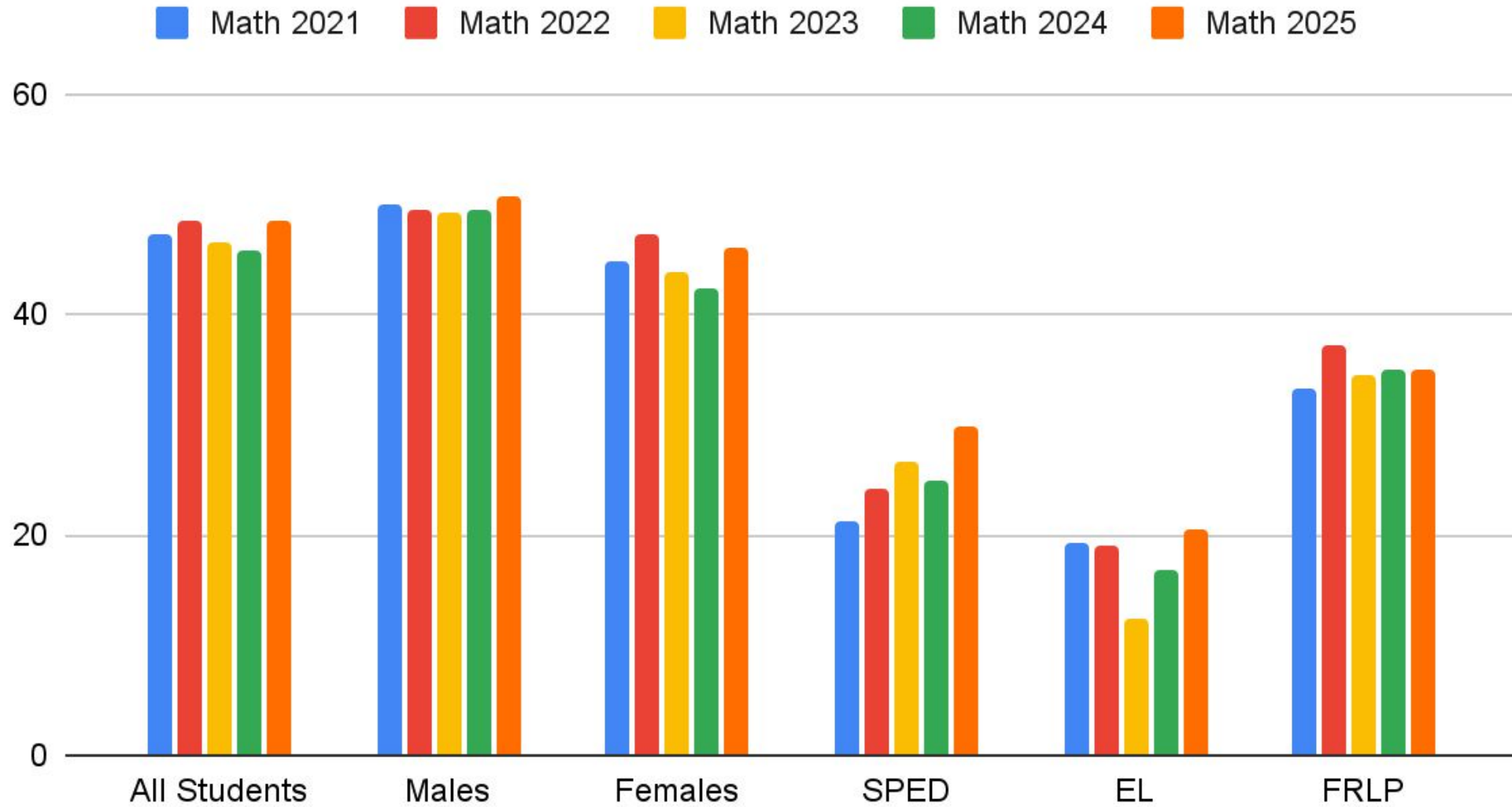
- **Pursue Integration:** Actively promote racial and economic integration within schools.
- **Increase Achievement:** Boost student performance for all students while reducing achievement gaps based on racial, ethnic, and economic backgrounds.
- **Create Equitable Opportunities:** Develop, support, and maintain integrated learning environments.
- **Staff Development:** Train educators and administrators in culturally responsive and sustaining practices.
- **Targeted Support:** Implement three-year plans that target specific, measurable, student-centered goals (S.M.A.R.T. goals).
- **Research-based Equity Concepts:** Access, Representation, Participation, Outcomes

Needs Assessment for A&I

- **Achievement Data Disparities:** MCA data in Math
- **Enrollment Disparities:** Number of students enrolled in dual enrollment courses
- **Graduation Disparities:** Number of students graduating
- **Staff Development Needs:** Train educators and administrators in culturally responsive and sustaining practices. (Also required by PELSB)
- **Targeted Support:** Implement three-year plans that target specific, measurable, student-centered goals (S.M.A.R.T. goals).

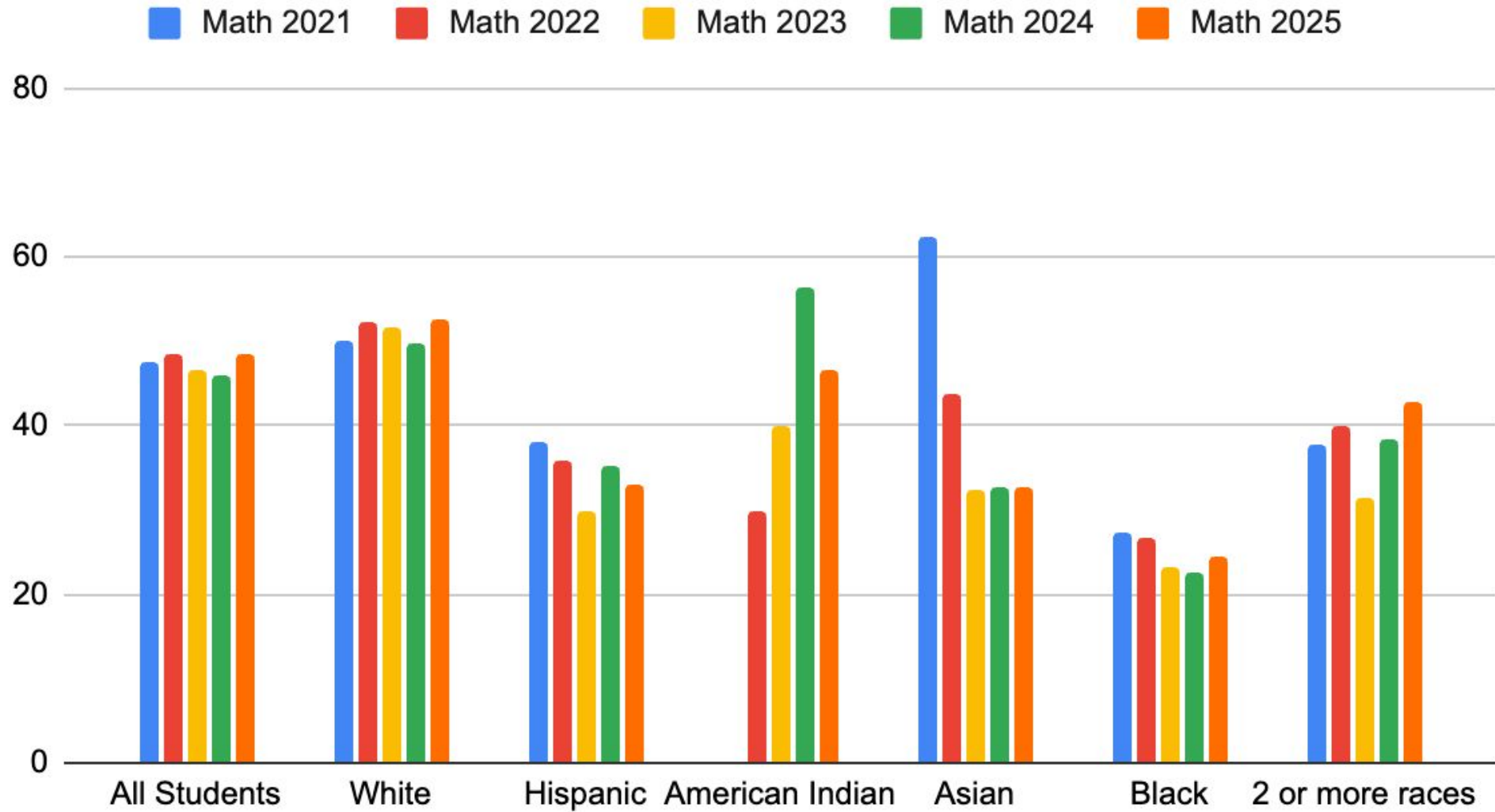
● **Achievement Data Disparities: MCA data in Math**

MCA III Math

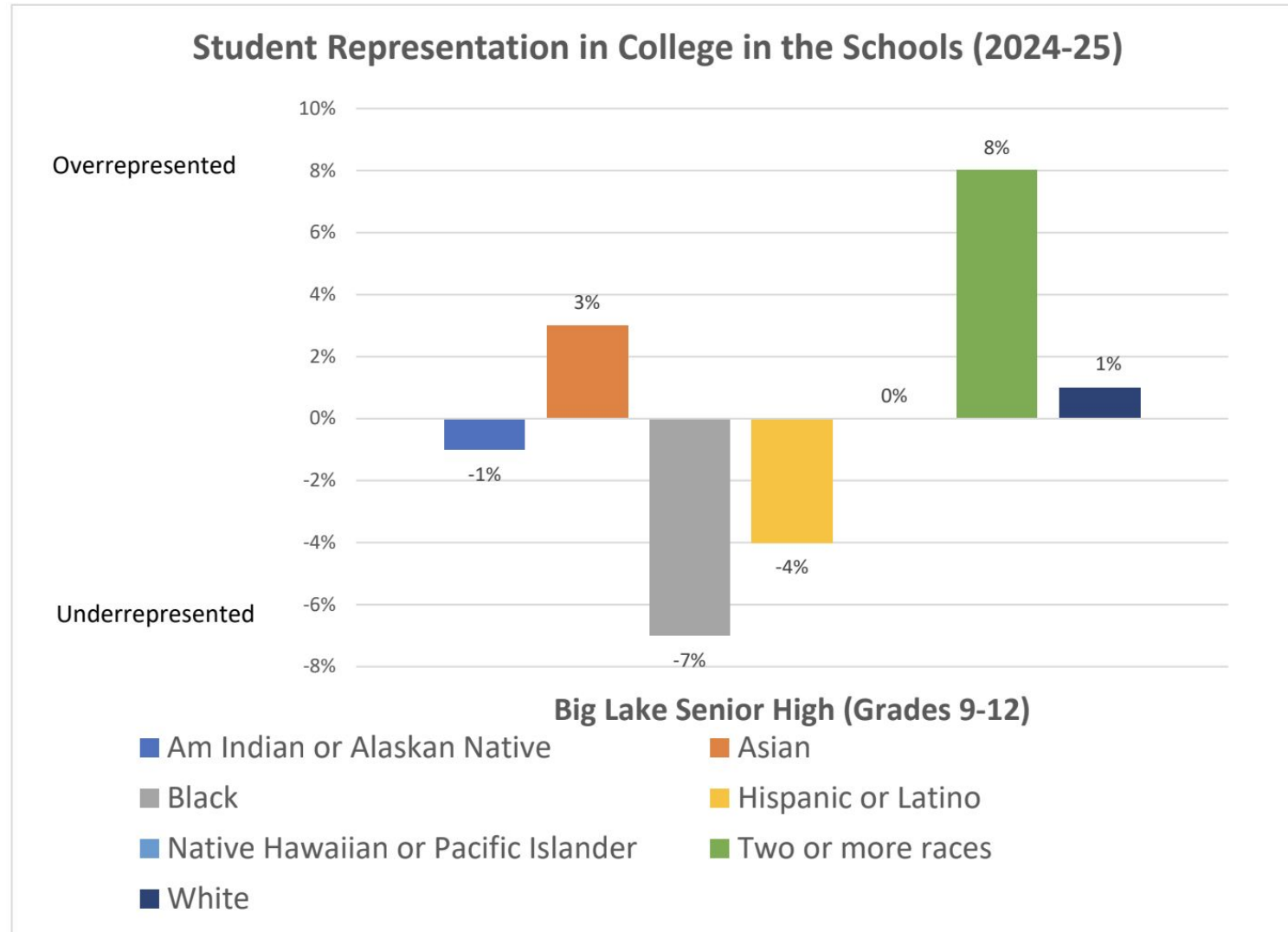


● Achievement Data Disparities: MCA data in Math

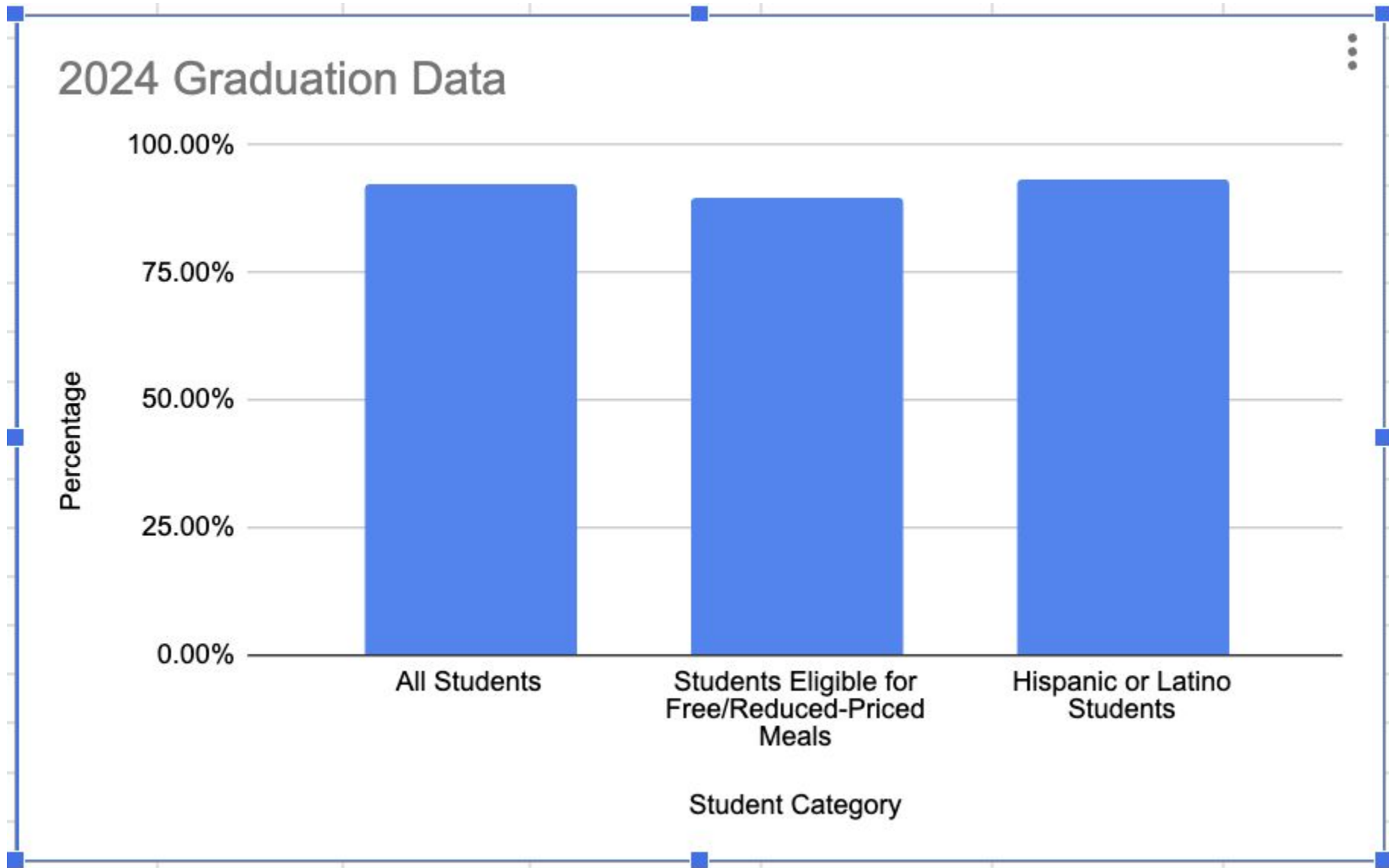
MCA III Math



- **Enrollment Disparities:** Number of students enrolled in dual enrollment courses



- **Graduation Disparities:** Number of students graduating



GOAL 1 – Academic Achievement in Math

Students will increase math achievement as reported on aMath from ##% of students in the low or some risk category in Spring 2026 to ##% of students in Spring 2029.

Key Strategies:

- o Math Interventionist/Coach
 - A Math Coach/Integrationist supports teachers and students to strengthen math learning. The coach collaborates with teachers on planning, instruction, and assessment. The coach models lessons, analyzes student data, and aligns instruction to standards and best practices. The coach also provides direct support to students through small groups, targeted interventions, and in-class coaching. This role builds teacher capacity, improves instructional consistency, and increases student achievement in mathematics.
- o Student Success Support
 - The school counselor supports students through the dual enrollment process from exploration to registration. The counselor meets with students to review goals, readiness, and graduation requirements. The counselor explains course options, placement expectations, and timelines. The counselor works with students, families, and partner colleges to complete applications and ensure accurate scheduling.
 - The counselor monitors student progress and attendance and provides social-emotional support to promote persistence and success. The counselor connects students to academic supports, attendance interventions, and skill-building strategies such as organization, stress management, and self-advocacy. The counselor also collaborates with counselors and social workers across buildings to share practices, increase knowledge, and strengthen alignment. This work expands access to rigorous coursework, strengthens college and career planning, and helps students earn college credit while in high school.

GOAL 1 – Academic Achievement in Math

Students will increase math achievement as reported on aMath from ##% of students in the low or some risk category in Spring 2026 to ##% of students in Spring 2029.

Key Strategies:

- o Math Corp
 - Math Corps support in Grades 4–8 provides targeted math intervention to strengthen foundational skills. Trained tutors deliver small-group and one-on-one instruction focused on number sense, computation, and problem solving. Sessions use structured lessons, frequent practice, and progress monitoring.
 - Tutors collaborate with classroom teachers to align support with grade-level standards and student needs. This work builds confidence, closes skill gaps, and improves overall math achievement.
- o Responsive Classroom Training
 - Responsive Classroom training, developed by Center for Responsive Schools, equips staff with strategies to build strong relationships, clear routines, and positive classroom culture. Teachers use consistent practices that promote respect, engagement, and student ownership of learning.
 - Strong classroom environments increase time on task, reduce behavior disruptions, and support deeper academic focus. This work improves achievement by strengthening both instruction and the conditions for learning.

GOAL 2 – INTEGRATION

The number of students participating in integrated activities with isd742 (St. Cloud Area Schools) will increase from 0 students in 2025-2026 to 25 students in 2028-2029.

Key Strategies:

- **Math Master Integrated Practice Opportunities**
 - Students work collaboratively across districts to build strong math skills through focused problem solving. Students practice strategies, explain their thinking, and apply concepts to new challenges. The program strengthens accuracy, persistence, and mathematical reasoning.
- **Communicating Common Ground**
 - Students attend Communicating Common Ground with other district high school students and are exposed to diverse cultures in the classroom and learn to understand different points of view, which is an important part of education. Communicating Common Ground is supported by St. Cloud State University. Students share experiences and meals during their learning opportunities.

GOAL 3 – Professional Development for Staff

90% of licensed staff will be trained in student centered learning by Spring 2029

Key Strategies:

- **Student Centered Learning Training for Licensed Staff**
 - Student-centered learning training serves as a key strategy to strengthen instruction and increase achievement for all learners. Over the past several years, the district has built staff effectiveness through focused work with administrators and teacher leaders. This effort has expanded districtwide to support consistent practices that reach every student.
 - Big Lake Schools is developing an MTSS Tier 1 Research-based instructional practices framework that helps teachers connect with students using proven instructional principles. Training focuses on collaborative classrooms, clear learning targets, formative feedback, and effective communication. Ongoing training supports daily practice, strengthens partnerships with families and communities, and maintains high expectations for each student. This work supports inclusive classrooms and improved academic outcomes.

Funding for A&I

Achievement and Integration revenue is 70% state aid and 30% levy appropriation. The school district receives the lesser of the three things below.

- Maximum amount of revenue a district is eligible to receive based on its actual rather than estimated fall data.
- Amount of revenue approved by MDE during its annual review budgets submitted by districts.
- A district's actual expenditures as reported in its final annual Uniform Financial Accounting and Reporting Standards (UFARS) report.
- Current estimated revenue for 2026-2027: **\$311,881.61**
 - 70% state aid: \$218,317.13
 - 30% levy: \$93,564.48

Comprehensive Achievement and Civic Readiness Plan

Achievement & Integration Plan

Strategic Plan Initiatives

Comprehensive Achievement and Civic Readiness Goals Minnesota Statutes, section 120B.11*



BIG LAKE SCHOOLS
STRATEGIC PLAN
2022-2027

BELIEF STATEMENTS

We believe:

- High expectations inspire high achievement and lifelong learning.
- Learning occurs best in a safe, healthy, and positive environment.
- Excellence in academics, athletics, and the arts is important in creating well-rounded citizens.
- Preparing learners for the future is an innovative and evolving process.
- Collaboration with parents and families to promote success.
- In the five core values of the Hornet Way:
 - Respect - Be considerate of self, other people, and other people's beliefs and property
 - Honesty - Be truthful
 - Kindness - Be caring, friendly, and helpful
 - Responsibility - Be dependable and accountable
 - Fairness - Be committed to the just treatment of others

MISSION STATEMENT

Our mission is to challenge, educate, and inspire all students to reach their highest level of achievement in academics, athletics, and the arts.

VISION STATEMENT

High expectations - Exceptional results

STRATEGIC PLAN FOCUS AREAS

Student Support

Staff Support

Family & Community Engagement

FOCUS AREAS	GOALS	OBJECTIVES
Student Support	Goal 1: We will achieve the goals of the World's Best Workforce (WBW) for all students in the school district (Student Achievement).	Objective 1.1: The District will annually evaluate the success of meeting the five goals of the WBW: <ul style="list-style-type: none"> All children are ready for school. All third-graders can read at grade level. All racial and ethnic achievement gaps between students are closed. All students are ready for career and college. All students graduate from high school.
	Goal 2: We will provide equitable opportunities and positive learning environments that engage each learner in reaching their full potential.	Objective 2.1: The district will foster an environment of innovative learning that ignites high academic opportunities. Objective 2.2: The district will develop a District Inclusion and Equity Statement. Objective 2.3: Using the developed Inclusion and Equity Statement, the district will develop policies, procedures, and practices that are inclusive and equitable for each student.
	Goal 3: We will ensure a safe, positive, and welcoming environment where students are respected and can thrive and contribute as global citizens.	Objective 3.1: The district will help all students reach their goals and productively contribute to their current and future community, while holding students accountable for their actions. Objective 3.2: The district will develop the whole child by explicitly teaching and embedding strategies to build resiliency, understand and manage emotions, develop a healthy sense of self and social awareness, establish and maintain positive relationships, make responsible decisions, and embrace diversity with respect for others through social and emotional learning. Objective 3.3: The district will continue to develop a sense of belonging through the 5 core values of the Hornet Way: respect (self-management), honesty (self-awareness), kindness (relationship skills), fairness (social awareness), responsibility (responsible decision-making). Objective 3.4: The district will increase access to mental health supports for students showing needs.
Staff Support	Goal 4: We will recruit & retain a highly qualified workforce.	Objective 4.1: The district will ensure recruitment efforts are in place and centered on partnerships with educational institutions. Objective 4.2: The district will refine student teaching practices to afford opportunities to engage in all aspects of teaching roles. Objective 4.3: The district will cultivate passion and utilize staff talents to best support students. Objective 4.4: The district will develop practices that will recruit and increase the diversity of staff to better represent our student population.
	Goal 5: We will ensure all staff have access to high quality, real time professional development that supports their growth as an educator and impacts student success.	Objective 5.1: The district will train staff on identifying and eliminating barriers that prevent students from learning at their highest potential. Objective 5.2: The district will train staff on appropriate behavior management strategies. Objective 5.3: The district will provide professional development that is developmentally appropriate, while still creating pathways for our students. Objective 5.4: The district will provide a guaranteed viable curriculum. Objective 5.5: The district will receive and use staff feedback in developing future professional development.
	Goal 6: We will create a positive environment in which our staff culture is one where all staff feel universally supported.	Objective 6.1: The district will prioritize staff wellbeing through creating welcoming and respectful learning environments, prioritizing collaboration and offering coaching & support. Objective 6.2: Using the definition from Objective 2.2, the district will provide professional development for staff. Objective 6.3: The district will build optimal environments for all staff to create positive, supportive collegial relationships that align with district values.

FOCUS AREAS	GOALS	OBJECTIVES
Family & Community Engagement	Goal 7: We will grow and maintain two-way relationships with stakeholders to further community support and value in our district.	Objective 7.1: The district will work to continually engage and partner with families and the community to further support and develop our students. Objective 7.2: The district will ensure community feedback is wanted and used.
	Goal 8: We will ensure that our communication and our thinking is strategic, practical, and transparent in all we do.	Objective 8.1: The district will utilize various media to ensure that the district's goals, mission, and programs are accurately told. Objective 8.2: The district will ensure coordinated communications, both internally and externally, regarding critical safety issues and crisis management.
	Goal 9: We will support district programs and objectives through creative marketing techniques.	Objective 9.1: The district will develop, grow, and maintain collaborative relationships with all stakeholders to strengthen support for Big Lake Schools. Objective 9.2: The district will establish tactics to grow community pride and trust in the district.
	Goal 10: We will develop facilities and operations plans that support our district mission.	Objective 10.1: The district will maximize use of current district spaces to respond to community needs, and configurations that support ongoing connection to school. Objective 10.2: The district will ensure that proper spaces and staffing are available for innovative education experiences. Objective 10.3: The district will determine what more is needed in respect to space and facilities after current facilities are maximized.



Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.

High Expectations, Exceptional Results

Thank You!



TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
 - 1) support the goals and objectives of the education programs;
 - 2) consider the needs, age, and maturity of students;
 - 3) foster respect and appreciation for cultural diversity and varied opinion;
 - 4) fit within the constraints of the school district budget;
 - 5) are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;
 - 6) permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 - 7) do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent or the superintendent's designee shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent or superintendent's designee shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy. **Materials submitted for school board approval will be given with sufficient time for board member review.**
- C. **Building principals are directed to ensure curriculum guides are available on the district website and are updated as soon as practicable.**

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent or superintendent's designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent or superintendent's designee shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.
- D. **All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the students.**

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
20 U.S.C 1232h(a) (Protection of Pupil Rights)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)



STUDENT FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget.

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which may take place outside the regular school day. Examples of trips in this category involve, class trips, student activities, clubs, and other special interest groups. Field trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minnesota Statutes section 123B.36)

C. Extended Trips

- 1) Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
- 2) The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.
- 3) **All employees must develop and implement an action plan to effectively manage unexpected emergencies and behavioral concerns to ensure the safety and well-being of students and adult chaperones. Employees must promptly report any emergency situation to their immediate supervisor.**

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school- owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a **field student** trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes

of a ~~field~~ student trip.

- 1) If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
- 2) An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance) Minn. Stat. § 169.011, Subd. 71(a) (Definitions)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards) *Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)



Extended Field Trip Request Form

Date of Request _____

School _____

Class or group _____

Destination _____

Purpose _____

Dates of trip _____

Number of Students Attending _____

Teacher(s)/Advisor(s) _____

Chaperones (specify staff or parent)

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Mode of Transportation _____

Accommodations _____

Insurance Arrangements _____

All employees must develop and implement an action plan to effectively manage unexpected emergencies and behavioral concerns to ensure the safety and well-being of students and adult chaperones. Employees must promptly report any emergency situation to their immediate supervisor.

Requesting Teacher/AD Signature _____ Date _____

Approved by Building Principal _____ Date _____

Approved by Superintendent _____ Date _____

VIDEO ~~SURVEILLANCE RECORDING~~ OTHER THAN ON BUSES

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video/~~electronic surveillance recording~~ systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

II. GENERAL STATEMENT OF POLICY

A. Placement

- 1) School district buildings and grounds may be equipped with video cameras.
- 2) Video ~~surveillance recording~~ may occur in any school district building or on any school district property.
- 3) Video ~~surveillance recording~~ will ~~normally~~ not be used in bathrooms or locker rooms, although these areas may be ~~placed under surveillance monitored~~ by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video ~~surveillance recording~~ in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

B. Use of Video Recordings

- 1) Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.
- 2) A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.
- 3) A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

- 1) The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and the rules and/or regulations promulgated thereunder.
- 2) The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
~~Minn. Stat. § 121A.585 (Notice of Recording Device)~~

Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)

Resources: [U.S. Department of Education: FAQs on Photos and Videos under FERPA \(Accessed 10/12/25\)](#)