

AGENDA
BOLD BOARD OF EDUCATION REGULAR MEETING
BIRD ISLAND-OLIVIA-LAKE LILLIAN
INDEPENDENT SCHOOL DISTRICT #2534
MONDAY, MAY 19, 2025
7:00 PM
BOLD MEDIA CENTER

Mission Statement: Provide all learners in the BOLD community an education designed to develop the creativity, character, confidence, and skills essential to flourish in a changing global society.

- I. Call to Order and Roll Call
Chair Frank
- II. Pledge of Allegiance
- III. Approval of Agenda
- IV. Recognition of Visitors to the School Board
- V. Public Forum
Public Forum will be placed on the agenda for regular board meetings. During this part of each regular school board meeting time will be allowed for district constituents to address the school board. Pursuant to Policy 206 Section VI the board will make every effort to allow district constituents to speak, but may limit discussion to ensure all business is addressed for the interest of the district. This is a time of "listening" by the school board.
- VI. Consent Items
Only one motion is needed to approve all consent items. Any item that is requested to be removed from the consent agenda by a school board member will be discussed and acted on for independent consideration immediately following approval of the consent agenda.
 - **Approve Bills for Payment (Enclosures)**
 - **Approve Minutes (Enclosures)**
 - **Approve Personnel (Enclosure)**
 - A. Financial
- VII. Reports
 - A. **Superintendent Report**
 - B. **PK-6 Principal Report**

- C. **7-12 Principal Report**
- D. **Activities Report**
- E. **Community Education Report**
- F. **Pool Report**
Contact Tracey at tracey.johnson@bold.k12.mn.us with questions.
- G. **Facilities Report**
- H. **School Board Committee Reports**
Negotiations
Facilities & Maintenance

VIII. New Business

- A. Approve a 2025-2026 resolution for membership in the Minnesota State High School League.
- B. **Closure and Consolidation of the General and Payroll bank accounts at Minnesota School District Liquid Asset Fund (MSDLAF)**
Chair Frank
The resolution will be read. Please offer your name to introduce and second the resolution.
- C. Motion to approve the Third and Final Reading of Policy 511, Student Fundraising. (Enclosure) (Action)
Member Clouse
Last of three readings prior to a tentative adoption of the policy tonight, May 19, 2025. Policy has many changes under Section III and to the Legal and Cross References
- D. Third Reading of Policy 613, Graduation Requirements. (Enclosure) (Action)

Member Frank

Third reading for the policy at the May 19, 2025 board meeting. Melissa Bodiin is researching and working with the Policy Committee to update and understand. Due to the significant changes, we recommend to TABLE for approval at the June 2025 meeting. Policy has many changes throughout due to changes in MN State Law. A red-line version was not generated as this has significant changes from the existing posted policy. We need to allow administration adequate time for review and input. Suggest any changes to the Policy Committee or to Mr. Menton

- E. Third and Final Reading of Policy 701, Establishment and Adoption of School District Budget. (Enclosure) (Action)

Member Frank

Last of three readings prior to a tentative adoption of the policy tonight, May 19, 2025. The current policy was last adopted in August 2004. A red-line version was not generated as this has significant changes from the existing posted policy.

- F. Third and Final Reading of Policy 701.1, Modification of School District Budget. (Enclosure) (Action)

Member Frank

Last of three readings prior to a tentative adoption of the policy tonight, May 19, 2025. This is a new policy to implement and is a companion to Policy 701.

- G. Third and Final Reading of Policy 702, Accounting. (Enclosure) (Action)
Member Frank

Last of three readings prior to a tentative adoption of the policy tonight, May 19, 2025. The current policy was last adopted in August 2004. The policy has many changes in Legal and Cross References.

- H. Second Reading of Policy 404, Employment Background Checks. (Attachment)

Member Clouse and Member Frank

This is the second reading to update policy 404, which was last looked at in April 2022. There are substantial changes to the model policy, hence we will do three readings and it would be scheduled for adoption at our June 23, 2025 meeting.

One area that is now included in the policy is the inclusion of language around "mandating credit checks when hiring staff that will be handling money or finances". This language does not currently exist in any policies adopted by the board and is part of standard hiring practice by businesses for individuals being hired to handle money or finances.

- I. Second Reading of Policy 418, Drug-Free Workplace/Drug-Free School. (Attachment)

Member Clouse

Second reading of three. Policy 418 adoption would tentatively be approved at our June 23, 2025 meeting. The last update to this policy was in February 2020 and it was last reviewed in August 2022. Due to the many changes in cannabis in Minnesota law there are significant updates to this policy, which is why three readings are being conducted.

- J. Second Reading of Policy 522, Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process **AND** Policy 522.1, Title IX Sex Nondiscrimination Report Form. (Attachments)

Member Clouse

Both Policy 522 and Policy 522.1 (Form) are scheduled for annual review. There are enough updates to Policy 522 that we will do three readings and it would be up for tentative adoption at our June 23, 2025 meeting. We last adopted these policies in April 2024 based on a 2021 revision. Last recommended revisions by MSBA are dated in June 2022.

- K. Second Reading of Policy 601, School District Curriculum and Instructional Goals. (Attachment)

Member Clouse

Policy 601 was last adopted and reviewed in February 2019. Due to significant changes in the past six years from our current posted policy to the current MSBA suggested model policy we will conduct three readings. No redline version will be created. Please compare this updated policy version to a printed version from our website. A meeting of the policy committee with our HS Principal is needed to review the link to BOLD's CAN prior to adoption. This policy would be tentatively adopted at our June 23, 2025 regular board meeting.

- L. Second Reading of Policy 611, Home Schooling. (Attachment)

Member Clouse

Policy 611, Home Schooling, was originally adopted by the BOLD Board in August 2012. The policy will require three readings as it is over 13 years old and not current with state law. The suggested revision was updated in 2022 by MSBA and would be tentatively adopted at our June 23, 2025 regular board meeting.

- M. First Reading of Policy 419, Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction. (Attachment)

Member Clouse

Policy 419 was last reviewed and adopted in April 2020. There are several changes and a new section was added regarding vaping education. The policy committee recommends three readings. This policy would tentatively be adopted at our July 28, 2025 regular board meeting.

- N. First Reading of Policy 420, Student and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions. (Attachment)

Member Clouse

Policy 420 was last reviewed and adopted in February 2020. The policy committee recommends three readings due to the additional information

added in the policy. This policy would tentatively be adopted at our July 28, 2025 regular board meeting.

- O. First Reading of Policy 506, Student Discipline. (Attachment)
Member Clouse

Policy 506 is an annual review policy and was last reviewed and adopted in February 2024. There are significant changes to the policy in regards to "use of force" language. Additionally, we need the Principals to look over section XI, C through O and help fill this in. The policy committee recommends three readings due to the additional information added into the policy. This policy would tentatively be adopted at our July 28, 2025 regular board meeting.

- P. First Reading of Policy 604, Instructional Curriculum. (Attachment)
Member Clouse

Policy 604 was last adopted and reviewed in February 2019. There are significant changes to the policy and the policy committee recommends three readings. Due to the significant differences a red line version was not created. Please refer to our existing policy published on our website for comparison. This policy would tentatively be adopted at our July 28, 2025 regular board meeting.

- Q. Adopt a Resolution to Acknowledge and Accept Gifts, Grants, and Bequests. (Attachment) (Action)
Chair Frank

As the resolution is read please offer to have your name inserted to introduce and second the resolution.

IX. **Upcoming dates:**

June 23, 2025 7:00 Regular Board Meeting in BOLD Media Center

July 28, 2025 7:00 Regular Board Meeting in BOLD Media Center

August 25, 2024 7:00 Regular Board Meeting in BOLD Media Center

X. **Adjourn**

BOLD BOARD OF EDUCATION REGULAR MEETING

Monday, April 28, 2025 7:00 PM

BOLD Media Center, 701 South 9th Street, Olivia, MN 56277

Brad Aaseth: Present
Sandy Benson: Present
Mary Ella Clouse: Present
Dr. Todd Frank: Present
Greg Peppel: Present
Brad Retterath: Absent
Todd Sheehan: Present

I. Call to Order and Roll Call

Speaker(s): Chair
Frank

II. Pledge of Allegiance

III. Approval of Agenda

Action(s):

Action. This motion, made by Brad Aaseth and seconded by Mary Ella Clouse, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

IV. Recognition of Visitors to the School Board

V. Public Forum

VI. Consent Items

Action(s):

Action. This motion, made by Greg Peppel and seconded by Todd Sheehan, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VII. Reports

VII.A. **Superintendent Report**

VII.A.1. Board Report

VII.A.2. Construction Update

VII.A.3. graduation

VII.B. **PK-6 Principal Report**

VII.C. **7-12 Principal Report**

VII.D. **Activities Report**

VII.E. **Community Education Report**

VII.F. **Pool Report**

VII.G. **Facilities Report**

VII.H. **School Board Committee Reports**

VIII. **New Business**

VIII.A. Statement on closed session

VIII.B. Approve a Resolution to Recognize Outstanding Student Achievement.

Speaker (s) : Chair Frank

Action(s) :

Member Clouse moved adoption of the resolution to recognize outstanding student achievement. The resolution was seconded by Member Aaseth. This motion, made by Mary Ella Clouse and seconded by Brad Aaseth, Carried.

Voting Detail:

Brad Aaseth:	Yea
Sandy Benson:	Yea
Mary Ella Clouse:	Yea
Dr. Todd Frank:	Yea
Greg Peppel:	Yea
Brad Retterath:	Absent
Todd Sheehan:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.C. Assign two ISD 2534-01 Board members to assist creating the District Advisory Committee per Policy 603, Curriculum Development. They will be appointed by the chair. (Action)

Action(s) :

I move to have the chair assign two ISD 2534-01 Board members to assist creating the District Advisory Committee per Policy 603, Curriculum Development, with the Superintendent and Principals. Members Clouse and Frank were assigned to the committee. This motion, made by Greg Peppel and seconded by Sandy Benson,

Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.D. Approve donation of the flagpole from the Bird Island campus to the Bird Island Baseball Association. **Speaker (s):** Member Sheehan

Action(s):

I move to approve donating the flagpole from the Bird Island campus to the Bird Island Baseball Association. This motion, made by Todd Sheehan and seconded by Sandy Benson, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.E. Approve an MoU between BOLD Schools and the City of Bird Island.

Action(s):

motion. This motion, made by Brad Aaseth and seconded by Sandy Benson, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.F. Approve the following fundraisers:

- Trap Shooting Team's Build-a-Burger fundraiser - held in April, 2025
- BOLD Warriors Volleyball Boosters selling Heggies Pizza in May to raise money for the purchase of uniforms.

Action(s):

I move to approve the fundraisers as listed on our agenda. This motion, made by Sandy Benson and

seconded by Greg Peppel, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.G. Approve a Resolution accepting donations to BOLD Schools.

Speaker(s): Chair Frank

Action(s):

Approve a Resolution accepting donations to BOLD Schools. This motion, made by Brad Aaseth and seconded by Mary Ella Clouse, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.H. Approve a change to the 2024-2025 calendar.

Action(s):

Approve a Resoultion accepting donations to BOLD Schools. This motion, made by Greg Peppel and seconded by Brad Aaseth, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.I. Third and Final Reading of Policy of 208 Development, Adoption, and Implementation of Policies

Speaker(s): Member Frank

Action(s):

Motion Policy of 208 Development, Adoption, and Implementation of Policies. This motion, made by Greg Peppel and seconded by Brad Aaseth, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea

Mary Ella Clouse: Yea
 Dr. Todd Frank: Yea
 Greg Peppel: Yea
 Brad Retterath: Absent
 Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

VIII.J. Second Reading of Policy 511, Student Fundraising. (Enclosure)	Speaker (s) : Member Clouse
VIII.K. Second Reading of Policy 613, Graduation Requirements. (Enclosure)	Speaker (s) : Member Frank
VIII.L. Second Reading of Policy 701, Establishment and Adoption of School District Budget. (Enclosure)	Speaker (s) : Member Frank
VIII.M. Second Reading of Policy 701.1, Modification of School District Budget. (Enclosure)	Speaker (s) : Member Frank
VIII.N. Second Reading of Policy 702, Accounting. (Enclosure)	Speaker (s) : Member Frank
VIII.O. First Reading of Policy 404, Employment Background Checks. (Attachment)	Speaker (s) : Member Clouse and Member Frank
VIII.P. First Reading of Policy 418, Drug-Free Workplace/Drug-Free School. (Attachment)	Speaker (s) : Member Clouse
VIII.Q. First Reading of Policy 522, Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process AND Policy 522.1, Title IX Sex Nondiscrimination Report Form. (Attachments)	Speaker (s) : Member Clouse
VIII.R. First Reading of Policy 601, School District Curriculum and Instructional Goals. (Attachment)	Speaker (s) : Member Clouse
VIII.S. First Reading of Policy 611, Home Schooling. (Attachment)	Speaker (s) : Member Clouse
VIII.T. Form committee to negotiate Superintendent Contract. (Action) Action (s) : The original motion was to form a committee of three board members appointed by the Chair to negotiate a Superintendent Contract with James Menton. Chair Frank relinquished the Chair to Vice-Chair Aaseth. Discussion ensued on the original motion. I move to amend the main motion by striking it completely and replace it with "I move to proceed with a Superintendent Search". Discussion ensued by the board. This motion, made by Sandy Benson and seconded by Greg Peppel, Carried. Voting Detail: Brad Aaseth: Yea Sandy Benson: Yea Mary Ella Clouse: Yea Dr. Todd Frank: Yea	

Greg Peppel: Nay
Brad Retterath: Absent
Todd Sheehan: Nay

Voting Summary: Yea: 4, Nay: 2, Absent: 1

With Subsidiary Motions:

It was moved to Rescind the main motion on the table. This motion, made by Sandy Benson and seconded by Greg Peppel, Failed.

Voting Detail:

Brad Aaseth: Nay
Sandy Benson: Nay
Mary Ella Clouse: Nay
Dr. Todd Frank: Nay
Greg Peppel: Nay
Brad Retterath: Absent
Todd Sheehan: Nay

Voting Summary: Yea: 0, Nay: 6, Absent: 1

IX. Upcoming dates:

May 16, 2025 7:00 Graduation at BOLD Large Gym in Olivia

May 19, 2025 7:00 Regular Board Meeting in BOLD Media Center

June 23, 2025 7:00 Regular Board Meeting in BOLD Media Center

Action(s):

Acting Chair Aaseth relinquished the chair back to Member Frank. Motion to adjourn meeting. This motion, made by Todd Sheehan and seconded by Greg Peppel, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Absent
Todd Sheehan: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Discussion: The meeting was adjourned at 8:39 pm.

X. Adjourn

BOLD BOARD OF EDUCATION SPECIAL MEETING

Wednesday, May 7, 2025 7:00 PM

BOLD Media Center, 701 South 9th Street, Olivia, MN 56277

I. Call to Order and Roll Call

Speaker(s): Chair
Frank

Action(s):

Motion. This motion, made by Mary Ella Clouse and seconded by Brad Aaseth, Carried.

Voting Detail:

Brad Aaseth:	Yea
Sandy Benson:	Yea
Mary Ella Clouse:	Yea
Dr. Todd Frank:	Yea
Greg Peppel:	Yea
Brad Retterath:	Yea
Todd Sheehan:	Yea

Voting Summary: Yea: 7, Nay: 0

II. Pledge of Allegiance

III. Approval of Agenda (Action)

Action(s):

I move to approve the agenda as published in the board packet. This motion, made by Mary Ella Clouse and seconded by Brad Aaseth, Carried.

Voting Detail:

Brad Aaseth:	Yea
Sandy Benson:	Yea
Mary Ella Clouse:	Yea
Dr. Todd Frank:	Yea
Greg Peppel:	Yea
Brad Retterath:	Yea
Todd Sheehan:	Yea

Voting Summary: Yea: 7, Nay: 0

IV. Recognition of Visitors to the School Board

V. New Business

V.A. Superintendent Position Description

Action(s):

Motion to accept changes to the position description are: The board discussed and agreed that full-time is preferred, but would consider part-time. Edit the document to change "of all schools" to "of the school". It was consensus to add in the following requirements to the job description: Have a solid school finance understanding. Requires good communication skills with staff, the community, and the board. Desire facilities project experience in new or remodeling construction, due to remodeling and

solid communication with Nexus. Legislation and Policy Enforcement. Visionary mindset with a commitment to educational excellence. Must hold current Superintendent license/certification. Desired skill set of at least three years as Superintendent and Ph.D. degree. This motion, made by Brad Aaseth and seconded by Mary Ella Clouse, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Yea
Todd Sheehan: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: The board discussed and agreed that full-time is preferred, but would consider part-time. Edit the document to change "of all schools" to "of the school". It was consensus to add in the following requirements to the job description:

1. Have a solid school finance understanding.
2. Requires good communication skills with staff, the community, and the board.
3. Desire facilities project experience in new or remodeling construction, due to remodeling and solid communication with Nexus.
4. Legislation and Policy Enforcement.
5. Visionary mindset with a commitment to educational excellence.
6. Must hold current Superintendent license/certification.

Desired skill set of at least three years as Superintendent and Ph.D.

V.B. Proceed with a Superintendent search using the MSBA "Full Search" option. (Action) (Attachment)

Action(s) :

I move to strike "using a committee of three board members" and add "using the MSBA limited search option for \$2,900.00". Discussion ensued. This motion, made by Todd Sheehan and seconded by Brad Retterath, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Brad Retterath: Yea
Todd Sheehan: Nay

Voting Summary: Yea: 6, Nay: 1

Discussion: Retterath made an amendment to strike, forming a committee of 3 for superintendent search. Clouse 2nd it. Amendment was passed with Sheehan voting nay. There was a motion made using MSBA limited. The motion carried with Sheehan voting nay.

V.C. Create a Superintendent Search Committee of three board members appointed by the chair.
(Action)

Action(s):

I move to create a Superintendent Search Committee of three board members appointed by the chair. They will work with MSBA using the limited search option. Members assigned by the Chair to the committee are Aaseth, Benson, and Frank. This motion, made by Brad Aaseth and seconded by Sandy Benson, Carried.

Voting Detail:

Brad Aaseth:	Yea
Sandy Benson:	Yea
Mary Ella Clouse:	Yea
Dr. Todd Frank:	Yea
Greg Peppel:	Yea
Brad Retterath:	Yea
Todd Sheehan:	Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: A motion was made to make a superintendent search committee of 3 board members appointed by the chair using the limited search. Frank appointed Benson, Aaseth and Chair Frank to serve on the committee. Motion was carried unanimously.

VI. Upcoming Dates

VII. Adjourn

Action(s):

Motion to adjourn meeting. This motion, made by Mary Ella Clouse and seconded by Sandy Benson, Carried.

Voting Detail:

Brad Aaseth:	Yea
Sandy Benson:	Yea
Mary Ella Clouse:	Yea
Dr. Todd Frank:	Yea
Greg Peppel:	Yea
Brad Retterath:	Yea
Todd Sheehan:	Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Meeting was adjourned at 8:01 PM

Board Secretary

May 19 Board Meeting

NEW HIRES:

1. Jason Valentin - Custodian, starting date May 12, 2025
2. Ethan Kunka- Choir
3. Debra Berghuis - SpEd 2025-26 school year

RESIGNATIONS:

1. None

Non-renewed: 2025-2026 School Year

1. None

LEAVES OF ABSENCES:

1. None

Date: May 15, 2025

To: Superintendent and School Board

From: Food Service Director Margaret Flemming

Subject: Bread Proposal with Western MN 5

We received two bread proposals. One from Pan-O-Gold and one from Bimbo Bakeries.

I am recommending that we go with Pan-O-Gold for the 2025-2026 school year. We conducted our Evaluation Criteria of the proposals which are attached. Pan-O-Gold met/exceeded all of the requirements over Bimbo Bakeries.

We also have the option to negotiate for three 1-year renewals.

Evaluation Criteria

The following companies were rated on a point system each point equaling 25%.

Price - 50%

Availability of Products as listed - 25%

Service/Past History/References/Quality - 25%

	Pan O gold	Bimbo Bakery	Comments
Prices- 50%	4 50%	3 37%	Pan-O-Gold: Consistent with current climate. Bimbo: High Usage product was higher priced.
Availability of products as listed- 25%	4 25%	1 6%	Pan-O-Gold: As requested by group Bimbo: One school district was not included. Some of the products did not meet the requirements.
Service/Past History/References/ Quality- 25%	3 18%	1 6%	Pan-O-Gold: Past service by all the districts has been good. Bimbo: Two districts have used in the past and have had issues.
Total Points	11 93%	5 49%	

Reference: Yellow Medicine East: Bimbo had poor quality and service.
Minnewaska: Bimbo did not finish their contract.

Pan O Gold: 9 voted yes

GFW was absent

BOLD did not vote. They hold the board chair position.

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	52629	CH	1	00063	AFLAC	04/30/2025	\$1,610.56	96229	B 01 215 031	AFLAC, Mn Mut, NCPERS, HoraceMannLif	
Check Total:							\$1,610.56				
HOME	52630	CH	1	01474	BOLD EDUCATION ASSOCIATION	04/30/2025	\$2,718.48	96233	B 01 215 040	B.O.L.D. Ed Asso Dues	
Check Total:							\$2,718.48				
HOME	52631	CH	1	4345	BREMER BANK, NATIONAL ASSOCIATIO	04/30/2025	\$518.75	96245	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$518.75				
HOME	52632	CH	1	4924	F&M BANK MINNESOTA	04/30/2025	\$30.00	96246	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$30.00				
HOME	52633	CH	1	5552	Greater Community Credit Union	04/30/2025	\$75.00	96241	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	52634	CH	1	2812	HOMETOWN BANK	04/30/2025	\$1,493.84	96240	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$1,493.84				
HOME	52635	CH	1	4158	KENSINGTON BANK	04/30/2025	\$75.00	96244	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	52636	CH	1	5963	Magnifi Financial	04/30/2025	\$40.00	96243	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$40.00				
HOME	52637	CH	1	5581	Mid Country Bank	04/30/2025	\$185.00	96242	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$185.00				
HOME	52638	CH	1	3630	MN CHILD SUPPORT PMT CENTER	04/30/2025	\$128.50	96247	B 01 215 079	Garnish 1	
Check Total:							\$128.50				
HOME	52639	CH	1	02290	MN COUNCIL 65 AFSCME	04/30/2025	\$481.43	96230	B 01 215 044	Union Dues	
Check Total:							\$481.43				
HOME	52640	CH	1	5894	Rodenburg Law Firm	04/30/2025	\$123.31	96249	B 01 215 079	Garnish 1	
Check Total:							\$123.31				
HOME	52641	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	04/30/2025	\$15.00	96253	B 01 215 000	Payroll Deductions	
Check Total:							\$15.00				
HOME	52642	CH	1	3454	KANDIYOHI COUNTY HIST. SOCIETY	04/29/2025	\$210.00	96255	E 21 015 298 900 301 369	Kandiyohi Historical Society - 2nd Grade F	
Check Total:							\$210.00				
HOME	52643	CH	1	3228	PRAIRIE WOODS ENVIRONMENTAL LEAF	04/29/2025	\$603.00	96256	E 21 015 298 900 301 369	1st grade field trip	
Check Total:							\$603.00				
HOME	52644	CH	1	3425	SCIENCE MUSEUM OF MINNESOTA	04/29/2025	\$308.00	96254	E 21 015 298 900 301 369	Science Museum field trip second half	
Check Total:							\$308.00				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	52645	CH	1	5067	AMAZEN FARM YARD	04/30/2025	\$392.00	96284	E 21 015 298 900 301 369	Kinder Field trip
HOME	52645	CH	1	5067	AMAZEN FARM YARD	04/30/2025	\$64.00	96284	E 21 015 298 900 301 369	8 adults
Check Total:								\$456.00		
HOME	52646	CH	1	2471	BROOKS' HOME REPAIR	04/30/2025	\$489.98	96268	E 05 005 120 000 000 350	Hanging Signs & Supplies
Check Total:								\$489.98		
HOME	52647	CH	1	00100	DEMCO INC	04/30/2025	\$8.50	96260	E 01 015 620 000 000 401	norbond liquid plastic adhesive #W16208
HOME	52647	CH	1	00100	DEMCO INC	04/30/2025	\$261.76	96260	E 01 015 620 000 000 401	Reddii-covers book covers 5mil 9 3/4"x15
Check Total:								\$270.26		
HOME	52648	CH	1	00653	H & L PRINTING	04/30/2025	\$136.00	96261	E 01 005 110 000 000 401	500 receipts
Check Total:								\$136.00		
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$1,216.42	96264	E 05 005 120 000 000 350	Repair/Cleaning Chlorinator #98396
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$70.50	96265	E 05 005 120 000 000 350	acid Respirator #98816
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$84.00	96265	E 05 005 120 000 000 350	cartridges
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$11.26	96265	E 05 005 120 000 000 350	Signs
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$9.44	96265	E 05 005 120 000 000 350	Signs
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$9.44	96265	E 05 005 120 000 000 350	signs
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$9.44	96265	E 05 005 120 000 000 350	signs
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$9.44	96265	E 05 005 120 000 000 350	signs
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$24.92	96265	E 05 005 120 000 000 350	shipping
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$760.20	96266	E 05 005 120 000 000 350	Acid Drums #98729
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$120.00	96266	E 05 005 120 000 000 350	Deposit for Drums
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$207.97	96266	E 05 005 120 000 000 350	Test Kit
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$77.66	96266	E 05 005 120 000 000 350	Heaving Line
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$22.00	96266	E 05 005 120 000 000 350	Safety Goggles
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$31.50	96266	E 05 005 120 000 000 350	Chemical Aprons
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$66.72	96266	E 05 005 120 000 000 350	Roller assembly (acid pump)
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$65.40	96266	E 05 005 120 000 000 350	stenner pump tube Acid pump
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$210.14	96266	E 05 005 120 000 000 350	Turboshock Pail
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$115.74	96266	E 05 005 120 000 000 350	PH Decreaser Pail
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$149.76	96266	E 05 005 120 000 000 350	Muriaric Acis Gallon4/Box
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	(\$302.50)	96266	E 05 005 120 000 000 350	15 Gal Return - Deposit
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$85.00	96266	E 05 005 120 000 000 350	Shipping #98729
HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$101.52	96267	E 05 005 120 000 000 350	acid injectors #98902

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HOME	52649	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	04/30/2025	\$73.92	96263	E 05 005 120 000 000 350	Safety Shield #98312	
Check Total:								\$3,229.89			
HOME	52650	CH	1	00242	I.S.D. #2180 MACCRAY	04/30/2025	\$125.00	96287	E 01 020 292 972 000 369	4/29 Track Meet Entry Fee	
Check Total:								\$125.00			
HOME	52651	CH	1	1752	I.S.D. #2364 BBE	04/30/2025	\$125.00	96286	E 01 020 292 972 000 369	5/1 Track Meet	
Check Total:								\$125.00			
HOME	52652	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/30/2025	\$226.79	96278	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	52652	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/30/2025	\$289.00	96279	E 02 005 770 000 701 490	SY - Lunch	
HOME	52652	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/30/2025	\$2,407.30	96280	E 02 005 770 000 701 490	SY - Lunch	
HOME	52652	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/30/2025	\$68.64	96277	E 02 005 770 000 707 490	SY - Warrior Cafe	
HOME	52652	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/30/2025	\$860.86	96281	E 02 005 770 000 705 490	SY - Breakfast	
HOME	52652	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/30/2025	\$57.15	96276	E 02 005 770 000 701 490	SY - Lunch	
Check Total:								\$3,909.74			
HOME	52654	CH	1	5214	MAC'S HARDWARE	04/30/2025	\$7.12	96257	E 01 020 301 000 000 430	nuts and bolts	
Check Total:								\$7.12			
HOME	52655	CH	1	5535	MILROY IRISH BASEBALL CLUB	04/30/2025	\$375.00	96288	E 01 020 294 976 000 369	05-03 Baseball Entry Fee	
Check Total:								\$375.00			
HOME	52656	CH	1	5835	NAPA Auto Parts	04/30/2025	\$2.69	96258	E 01 020 301 000 000 430	spark plug	
HOME	52656	CH	1	5835	NAPA Auto Parts	04/30/2025	\$9.99	96259	E 01 020 301 000 000 430	carb kit	
HOME	52656	CH	1	5835	NAPA Auto Parts	04/30/2025	\$12.98	96259	E 01 020 301 000 000 430	spark plug	
Check Total:								\$25.66			
HOME	52657	CH	1	4185	NISSEN'S DAIRY DELIVERY	04/30/2025	\$518.35	96292	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
HOME	52657	CH	1	4185	NISSEN'S DAIRY DELIVERY	04/30/2025	\$1,341.10	96275	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
HOME	52657	CH	1	4185	NISSEN'S DAIRY DELIVERY	04/30/2025	\$1,231.40	96274	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
Check Total:								\$3,090.85			
HOME	52658	CH	1	2370	PACT FOR FAMILIES COLLABORATIVE	04/30/2025	\$957.00	96290	E 01 005 110 000 000 820	2025 Membership	
Check Total:								\$957.00			
HOME	52659	CH	1	00765	PAN-0-GOLD BAKING CO	04/30/2025	\$152.80	96273	E 02 005 770 000 701 490	Bread	
HOME	52659	CH	1	00765	PAN-0-GOLD BAKING CO	04/30/2025	\$55.20	96291	E 02 005 770 000 701 490	Bread	
Check Total:								\$208.00			
HOME	52660	CH	1	3228	PRAIRIE WOODS ENVIRONMENTAL LEAR	04/30/2025	\$655.00	96282	E 21 015 298 900 301 369	4th grade field trip	
Check Total:								\$655.00			

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Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	52661	CH	1	00117	REDWOOD AREA SCHOOLS - ISD #2897	04/30/2025	\$100.00	96289	E 01 020 292 972 000 369	4/21 Track Invite Fee	
Check Total:							\$100.00				
HOME	52662	CH	1	3465	RENVILLE CO. HISTOR. SOCIETY	04/30/2025	\$368.19	96283	E 21 015 298 900 301 369	Donation Fee for Attendance to the Museu	
Check Total:							\$368.19				
HOME	52663	CH	1	3884	RENVILLE COUNTY AUDITOR-TREAS	04/30/2025	\$86.00	96270	E 01 005 850 000 302 896	Property tax assessments - Parcel 28-001	
HOME	52663	CH	1	3884	RENVILLE COUNTY AUDITOR-TREAS	04/30/2025	\$86.00	96269	E 01 005 850 000 302 896	Property tax assessments - Parcel 28-001	
HOME	52663	CH	1	3884	RENVILLE COUNTY AUDITOR-TREAS	04/30/2025	\$903.00	96272	E 01 005 850 000 302 896	Property tax assessments - Parcel 28-001	
HOME	52663	CH	1	3884	RENVILLE COUNTY AUDITOR-TREAS	04/30/2025	\$1,264.00	96271	E 01 005 850 000 302 896	Property tax assessments - Parcel 35-011	
Check Total:							\$2,339.00				
HOME	52664	CH	1	4891	ROB VAN DER HAGEN	04/30/2025	\$400.00	96293	E 21 020 298 999 301 401	DJ Service for Prom	
Check Total:							\$400.00				
HOME	52665	CH	1	6199	Samantha Schweiss	04/30/2025	\$405.00	96262	E 21 020 298 902 301 401	BOLD FFA T-shirts	
Check Total:							\$405.00				
HOME	52666	CH	1	00203	MARK OLSON	04/30/2025	\$60.00	96285	E 01 020 294 976 000 305	5/2 Baseball Umpire	
Check Total:							\$60.00				
HOME	52667	CH	1	5430	AL FLOR	05/05/2025	\$130.00	96295	E 01 020 296 980 000 305	5/5 SB Umpire	
Check Total:							\$130.00				
HOME	52668	CH	1	5430	AL FLOR	05/05/2025	\$260.00	96303	E 01 020 294 976 000 305	5/8 BB Umpire	
Check Total:							\$260.00				
HOME	52669	CH	1	3650	DAVE TILTON	05/05/2025	\$220.00	96297	E 01 020 296 980 000 305	5/6 SB Umpire	
Check Total:							\$220.00				
HOME	52670	CH	1	5007	DAVID BENDIX	05/05/2025	\$130.00	96306	E 01 020 294 976 000 305	5/9 BB Umpire	
Check Total:							\$130.00				
HOME	52671	CH	1	6066	Derek Nachreiner	05/05/2025	\$260.00	96304	E 01 020 294 976 000 305	5/8 BB Umpire	
Check Total:							\$260.00				
HOME	52672	CH	1	6066	Derek Nachreiner	05/05/2025	\$130.00	96307	E 01 020 294 976 000 305	5/9 BB Umpire	
Check Total:							\$130.00				
HOME	52673	CH	1	6205	Erick Jansen	05/05/2025	\$130.00	96305	E 01 020 294 976 000 305	5/9 BB Umpire	
Check Total:							\$130.00				
HOME	52674	CH	1	1612	LEE HINGST	05/05/2025	\$220.00	96299	E 01 020 296 980 000 305	5/6 SB Umpire	
Check Total:							\$220.00				

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Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	52675	CH	1	6134	Mark Kaardal	05/05/2025	\$130.00	96301	E 01 020 292 972 000 305	Track 5/5	
Check Total:								\$130.00			
HOME	52676	CH	1	4397	PAUL RETTMANN	05/05/2025	\$220.00	96298	E 01 020 296 980 000 305	5/6 SB Umpire	
Check Total:								\$220.00			
HOME	52677	CH	1	4397	PAUL RETTMANN	05/05/2025	\$110.00	96300	E 01 020 296 980 000 305	5/9 SB Umpire	
Check Total:								\$110.00			
HOME	52678	CH	1	6200	Thomas Breu	05/05/2025	\$130.00	96296	E 01 020 296 980 000 305	5/5 SB Umpire	
Check Total:								\$130.00			
HOME	52679	CH	1	5199	ZACHARY MORE	05/05/2025	\$130.00	96294	E 01 020 296 980 000 305	5/5 SB Umpire	
Check Total:								\$130.00			
HOME	52680	CH	1	5199	ZACHARY MORE	05/05/2025	\$260.00	96302	E 01 020 294 976 000 305	5/8 BB Umpire	
Check Total:								\$260.00			
HOME	52681	CH	1	00125	BENSON SCHOOL I.S.D. #0777	05/07/2025	\$150.00	96326	E 01 020 292 972 000 369	5/8 Track	
Check Total:								\$150.00			
HOME	52682	CH	1	6207	CASH WISE	05/07/2025	\$93.99	96328	E 01 005 110 000 000 401	Teacher Appreciation Day 5/7/25	
Check Total:								\$93.99			
HOME	52683	CH	1	00061	CHAPPELL CENTRAL	05/07/2025	\$489.96	96313	E 01 020 810 000 000 350	Checked and repaired wiring wiring to boi	
HOME	52683	CH	1	00061	CHAPPELL CENTRAL	05/07/2025	\$321.75	96312	E 01 020 810 000 000 350	Checked on Elem. wing overheating. Cher	
Check Total:								\$811.71			
HOME	52684	CH	1	1907	I.S.D. #TRACY HIGH SCHOOL	05/07/2025	\$150.00	96327	E 01 020 292 972 000 369	4/22 Track	
Check Total:								\$150.00			
HOME	52685	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/07/2025	\$2,439.15	96323	E 02 005 770 000 701 490	SY - Lunch	
HOME	52685	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/07/2025	\$16.37	96324	E 02 005 770 000 707 490	SY - Warrior Cafe	
HOME	52685	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/07/2025	\$766.66	96322	E 02 005 770 000 705 490	SY - Breakfast	
Check Total:								\$3,222.18			
HOME	52686	CH	1	5214	MAC'S HARDWARE	05/07/2025	\$8.55	96317	E 01 020 301 000 000 430	Nuts and washers	
HOME	52686	CH	1	5214	MAC'S HARDWARE	05/07/2025	\$29.99	96314	E 01 020 810 000 000 350	sawtooth tread pnue wheel	
Check Total:								\$38.54			
HOME	52687	CH	1	5835	NAPA Auto Parts	05/07/2025	\$18.99	96315	E 01 020 301 000 000 430	Battery acid	
HOME	52687	CH	1	5835	NAPA Auto Parts	05/07/2025	\$23.98	96316	E 01 020 301 000 000 430	oil filters	
HOME	52687	CH	1	5835	NAPA Auto Parts	05/07/2025	\$9.87	96318	E 01 020 301 000 000 430	spark plugs	
HOME	52687	CH	1	5835	NAPA Auto Parts	05/07/2025	\$12.99	96318	E 01 020 301 000 000 430	silicone	

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HOME	52687	CH	1	5835	NAPA Auto Parts	05/07/2025	\$30.60	96319	E 01 020 301 000 000 430	belt	
HOME	52687	CH	1	5835	NAPA Auto Parts	05/07/2025	\$28.98	96320	E 01 020 301 000 000 430	antifreeze	
HOME	52687	CH	1	5835	NAPA Auto Parts	05/07/2025	\$58.35	96321	E 01 020 301 000 000 430	battery, fuse, connect	
Check Total:								\$183.76			
HOME	52688	CH	1	00999	NASCO	05/07/2025	\$135.15	96309	E 01 020 331 000 000 430	Newair Countertop Ice Maker NE40668	
HOME	52688	CH	1	00999	NASCO	05/07/2025	\$20.38	96310	E 01 020 331 000 000 430	Talisman Designs Thumbprint Cookie cutte	
HOME	52688	CH	1	00999	NASCO	05/07/2025	\$61.14	96310	E 01 020 331 000 000 430	Mini Pizza Pan Set WA33166	
HOME	52688	CH	1	00999	NASCO	05/07/2025	\$0.00	96310	E 01 020 331 000 000 430	Kitchen Mini Grater NE40042	
HOME	52688	CH	1	00999	NASCO	05/07/2025	\$4.68	96310	E 01 020 331 000 000 430	Cambro cover for 6 qt container WA34475	
HOME	52688	CH	1	00999	NASCO	05/07/2025	\$3.88	96310	E 01 020 331 000 000 430	Cambro cover for 4 qt container WA34474	
Check Total:								\$225.23			
HOME	52689	CH	1	4185	NISSEN'S DAIRY DELIVERY	05/07/2025	\$1,294.75	96308	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
Check Total:								\$1,294.75			
HOME	52690	CH	1	2771	RIVERSIDE INSIGHTS	05/07/2025	\$309.94	96311	E 01 005 420 000 740 401	WJ IV Achievement Standard & Extended	
HOME	52690	CH	1	2771	RIVERSIDE INSIGHTS	05/07/2025	\$30.99	96311	E 01 005 420 000 740 401	shipping	
Check Total:								\$340.93			
HOME	52691	CH	1	00113	SW/WC SERVICE COOP	05/07/2025	\$330.00	96331	E 01 020 298 951 000 369	Knowledge Bowl Registration	
HOME	52691	CH	1	00113	SW/WC SERVICE COOP	05/07/2025	\$9,048.75	96330	E 01 005 210 000 514 304	Technology Support	
HOME	52691	CH	1	00113	SW/WC SERVICE COOP	05/07/2025	\$491.21	96330	E 01 005 630 257 302 305	Cybersecurity Service	
HOME	52691	CH	1	00113	SW/WC SERVICE COOP	05/07/2025	\$6,107.14	96329	E 01 005 110 000 000 305	Business Management Services - Finance	
HOME	52691	CH	1	00113	SW/WC SERVICE COOP	05/07/2025	\$3,325.00	96329	E 01 005 110 000 000 305	Business Management Services - Payroll	
HOME	52691	CH	1	00113	SW/WC SERVICE COOP	05/07/2025	\$6,345.00	96332	E 01 005 850 000 389 335	Third Qtr 24-25 Lease Allocation	
Check Total:								\$25,647.10			
HOME	52692	CH	1	4875	WABASSO PUBLIC SCHOOL	05/07/2025	\$200.00	96325	E 01 020 296 980 000 369	5/10 Softball	
Check Total:								\$200.00			
HOME	52693	CH	1	4730	SUBWAY	05/07/2025	\$295.84	96333	E 01 005 110 000 000 401	Teacher Appreciation Day Lunch 5/8	
Check Total:								\$295.84			
HOME	52694	CH	1	5018	BRUCE KAARDAL	05/13/2025	\$130.00	96347	E 01 020 292 972 000 305	Track 5/15	
Check Total:								\$130.00			
HOME	52695	CH	1	6059	DARRIN GERDES	05/13/2025	\$110.00	96341	E 01 020 296 980 000 305	5/13 Softball Umpire	
Check Total:								\$110.00			
HOME	52696	CH	1	5763	DAVID TILTON	05/13/2025	\$110.00	96343	E 01 020 296 980 000 305	5/14 Softball Umpire	
Check Total:								\$110.00			

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HOME	52697	CH	1	6066	Derek Nachreiner	05/13/2025	\$260.00	96345	E 01 020 294 976 000 305	5/14 Baseball	
Check Total:								\$260.00			
HOME	52698	CH	1	6205	Erick Jansen	05/13/2025	\$260.00	96346	E 01 020 294 976 000 305	5/14 Baseball	
Check Total:								\$260.00			
HOME	52699	CH	1	5764	LORI CACKA	05/13/2025	\$110.00	96340	E 01 020 296 980 000 305	5/13 Softball Umpire	
Check Total:								\$110.00			
HOME	52700	CH	1	4874	MARK BUERKLE	05/13/2025	\$260.00	96344	E 01 020 294 976 000 305	5/14 Baseball	
Check Total:								\$260.00			
HOME	52701	CH	1	4397	PAUL RETTMANN	05/13/2025	\$110.00	96342	E 01 020 296 980 000 305	5/14 Softball Umpire	
Check Total:								\$110.00			
HOME	52702	CH	1	01474	BOLD EDUCATION ASSOCIATION	05/15/2025	\$2,718.48	96351	B 01 215 040	B.O.L.D. Ed Asso Dues	
Check Total:								\$2,718.48			
HOME	52703	CH	1	4345	BREMER BANK, NATIONAL ASSOCIATIO	05/15/2025	\$518.75	96363	B 01 215 028	Payroll Deductions - HSA	
Check Total:								\$518.75			
HOME	52704	CH	1	4924	F&M BANK MINNESOTA	05/15/2025	\$30.00	96364	B 01 215 028	Payroll Deductions - HSA	
Check Total:								\$30.00			
HOME	52705	CH	1	5552	Greater Community Credit Union	05/15/2025	\$75.00	96359	B 01 215 028	Payroll Deductions - HSA	
Check Total:								\$75.00			
HOME	52706	CH	1	2812	HOMETOWN BANK	05/15/2025	\$1,493.84	96358	B 01 215 028	Payroll Deductions - HSA	
Check Total:								\$1,493.84			
HOME	52707	CH	1	4158	KENSINGTON BANK	05/15/2025	\$75.00	96362	B 01 215 028	Payroll Deductions - HSA	
Check Total:								\$75.00			
HOME	52708	CH	1	5963	Magnifi Financial	05/15/2025	\$40.00	96361	B 01 215 028	Payroll Deductions - HSA	
Check Total:								\$40.00			
HOME	52709	CH	1	5581	Mid Country Bank	05/15/2025	\$185.00	96360	B 01 215 028	Payroll Deductions - HSA	
Check Total:								\$185.00			
HOME	52710	CH	1	3630	MN CHILD SUPPORT PMT CENTER	05/15/2025	\$128.50	96365	B 01 215 079	Garnish 1	
Check Total:								\$128.50			
HOME	52711	CH	1	02290	MN COUNCIL 65 AFSCME	05/15/2025	\$410.07	96348	B 01 215 044	Union Dues	
Check Total:								\$410.07			
HOME	52712	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	05/15/2025	\$15.00	96370	B 01 215 000	Payroll Deductions	
Check Total:								\$15.00			

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	52713	CH	1	6074	Baker Tilly Muncipal Advisors, LLC	05/14/2025	\$5,775.00	96413	E 06 005 870 000 000 305	BOLD Monitoring Bond- Project Monitoring	
Check Total:							\$5,775.00				
HOME	52714	CH	1	00061	CHAPPELL CENTRAL	05/14/2025	\$297.00	96381	E 02 005 770 000 701 350	checked for leaks by kitchen area, located	
HOME	52714	CH	1	00061	CHAPPELL CENTRAL	05/14/2025	\$1,587.60	96228	E 01 020 810 000 000 350	Repaired steam leak on condensate line a	
HOME	52714	CH	1	00061	CHAPPELL CENTRAL	05/14/2025	\$371.25	96382	E 05 005 120 000 000 350	Labor - Float and leaks	
Check Total:							\$2,255.85				
HOME	52715	CH	1	00887	CITY OF BIRD ISLAND	05/14/2025	\$118.29	96371	E 01 015 810 000 000 330	utilities	
Check Total:							\$118.29				
HOME	52716	CH	1	00435	CITY OF OLIVIA	05/14/2025	\$129.70	96375	E 02 005 770 000 701 330	utilities	
HOME	52716	CH	1	00435	CITY OF OLIVIA	05/14/2025	\$2,464.30	96375	E 01 020 810 000 000 330	utilities	
HOME	52716	CH	1	00435	CITY OF OLIVIA	05/14/2025	\$500.45	96372	E 02 005 770 000 701 330	utilities	
HOME	52716	CH	1	00435	CITY OF OLIVIA	05/14/2025	\$9,508.62	96372	E 01 020 810 000 000 330	utilities	
HOME	52716	CH	1	00435	CITY OF OLIVIA	05/14/2025	\$11.20	96373	E 02 005 770 000 701 330	utilities	
HOME	52716	CH	1	00435	CITY OF OLIVIA	05/14/2025	\$212.83	96373	E 01 020 810 000 000 330	utilities	
Check Total:							\$12,827.10				
HOME	52717	CH	1	1582	DAIRY QUEEN BRAZIER	05/14/2025	\$56.12	96401	E 01 015 203 000 000 401	Ice Cream	
Check Total:							\$56.12				
HOME	52718	CH	1	02205	ECOLAB PEST ELIMINATION DIVISION, IN	05/14/2025	\$152.82	96414	E 01 015 050 000 000 401	pest control	
Check Total:							\$152.82				
HOME	52719	CH	1	4477	EDUCATORS BENEFIT CONSULTANTS, L	05/14/2025	\$68.20	96384	E 01 005 160 000 000 305	ACS TPA Monthly Fee	
Check Total:							\$68.20				
HOME	52720	CH	1	5218	FAGEN FIGHTERS WWII MUSEUM	05/14/2025	\$162.00	96412	E 21 015 298 900 301 369	Field Trip	
Check Total:							\$162.00				
HOME	52721	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF REI	05/14/2025	\$115.22	96376	E 01 005 760 000 733 442	vehicle supplies	
Check Total:							\$115.22				
HOME	52722	CH	1	6061	Granite Telecommunications, LLC	05/14/2025	\$398.41	96404	E 01 020 810 000 000 320	communications	
Check Total:							\$398.41				
HOME	52723	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/14/2025	\$2,409.39	96378	E 02 005 770 000 701 490	SY - Lunch	
HOME	52723	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/14/2025	\$739.15	96379	E 02 005 770 000 705 490	SY - Breakfast	
HOME	52723	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/14/2025	\$114.78	96377	E 02 005 770 000 701 401	SY - SUPPLIES	
Check Total:							\$3,263.32				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	52724	CH	1	00090	JAHNKE WATER INC	05/14/2025	\$639.50	96385	E 01 020 810 000 000 401	bottled water, cooler rental	
Check Total:							\$639.50				
HOME	52725	CH	1	6109	LAKELAND MEDIA	05/14/2025	\$255.98	96405	E 01 005 110 000 000 380	advertising	
Check Total:							\$255.98				
HOME	52726	CH	1	00101	MN DEPT. OF LABOR & INDUSTRY	05/14/2025	\$50.00	96386	E 01 005 810 000 000 305	Boiler Licensing App	
Check Total:							\$50.00				
HOME	52727	CH	1	6202	Nikki Bettcher Erickson	05/14/2025	\$200.00	96409	E 01 020 411 000 740 394	Pre-work documents, observation, report	
Check Total:							\$200.00				
HOME	52728	CH	1	4185	NISSEN'S DAIRY DELIVERY	05/14/2025	\$943.95	96380	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
Check Total:							\$943.95				
HOME	52729	CH	1	2196	RENCO PUBLISHING, INC.	05/14/2025	\$307.83	96408	E 01 005 110 000 000 380	advertising	
Check Total:							\$307.83				
HOME	52730	CH	1	02219	SHEEHAN'S GAS CO	05/14/2025	\$36.36	96406	E 01 015 810 000 000 440	monthly meter	
HOME	52730	CH	1	02219	SHEEHAN'S GAS CO	05/14/2025	\$9.00	96406	E 01 015 810 000 000 440	monthly meter,	
Check Total:							\$45.36				
HOME	52731	CH	1	5667	SOUTHERN MINNESOTA INSPECTION	05/14/2025	\$3,028.20	96416	E 01 020 810 000 000 350	Elem and HS BB Hoop Inspection,	
Check Total:							\$3,028.20				
HOME	52732	CH	1	5513	SOUTHWEST METRO -DEAN LAKES EDU	05/14/2025	\$1,389.85	96415	E 01 998 211 000 000 390	CCJ- FY25 Tuition Billing 3rd Qtr Jan27-M:	
Check Total:							\$1,389.85				
HOME	52733	CH	1	4721	SQUIRES, WALDSPURGER, & MACE, PA.	05/14/2025	\$6,639.64	96410	E 01 005 150 000 000 305	Legal Correspondence	
Check Total:							\$6,639.64				
HOME	52734	CH	1	3282	THE MCDOWELL AGENCY, INC	05/14/2025	\$110.20	96411	E 01 005 110 000 000 305	Backround Verification Fees	
Check Total:							\$110.20				
HOME	52735	CH	1	5297	Toledo Physical Education Supply	05/14/2025	\$31.99	96383	E 01 020 240 000 000 430	GY151SET floor tape set 1"	
HOME	52735	CH	1	5297	Toledo Physical Education Supply	05/14/2025	\$36.99	96383	E 01 020 240 000 000 430	93PK heavy duty rubber base set	
HOME	52735	CH	1	5297	Toledo Physical Education Supply	05/14/2025	\$195.86	96383	E 01 020 240 000 000 430	BX1010 Mikaso Intermediate Basketbal	
HOME	52735	CH	1	5297	Toledo Physical Education Supply	05/14/2025	\$50.97	96383	E 01 020 240 000 000 430	VXT2 Baden Oversized volleyballs	
HOME	52735	CH	1	5297	Toledo Physical Education Supply	05/14/2025	\$57.98	96383	E 01 020 240 000 000 430	837 Hexagon Hockey balls set	
HOME	52735	CH	1	5297	Toledo Physical Education Supply	05/14/2025	\$126.99	96383	E 01 020 240 000 000 430	GSSET indoor soccerballs	
Check Total:							\$500.78				
HOME	52736	CH	1	01894	VALLEY ELECTRIC OF OLIVIA,INC.	05/14/2025	\$2,186.23	96407	E 05 005 120 000 000 350	Lights and repairs	
Check Total:							\$2,186.23				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	52737	CH	1	02546	WEST CENTRAL SANITATION	05/14/2025	\$611.82	96403	E 01 015 810 000 000 332	sanitation services BI	
HOME	52737	CH	1	02546	WEST CENTRAL SANITATION	05/14/2025	\$738.80	96402	E 01 015 810 000 000 332	sanitation services BI	
Check Total:							\$1,350.62				
HOME	52738	CH	1	6208	Corncade	05/14/2025	\$434.98	96417	E 01 020 211 908 000 401	Reach program	
Check Total:							\$434.98				
HOME	52739	CH	1	5933	CENTURYLINK	05/14/2025	\$163.29	96418	E 01 020 810 000 000 320	Communications/Phone	
Check Total:							\$163.29				
HOME	52740	CH	1	5933	CENTURYLINK	05/14/2025	\$760.21	96419	E 01 020 810 000 000 320	Communications/Phone	
Check Total:							\$760.21				
Bank HOME Total:							\$112,701.18				
Report Total:							\$112,701.18				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	04/30/2025	\$382.54	96232	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	04/30/2025	\$887.54	96239	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	04/30/2025	\$818.34	96235	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	04/30/2025	\$558.39	96235	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	04/30/2025	\$3,172.67	96231	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	04/30/2025	\$835.05	96251	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	04/30/2025	\$116.68	96236	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	04/30/2025	\$708.32	96234	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	04/30/2025	\$406.24	96234	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	04/30/2025	\$32,318.10	96237	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	04/30/2025	\$12,323.15	96238	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	04/30/2025	\$7,263.50	96248	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	04/30/2025	\$7,137.36	96250	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	04/30/2025	\$27,744.79	96252	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	04/30/2025	(\$280.90)	96252	B 01 215 018	Cr. D.Ditterch
HOME		NX	1	00064	BREMER BANK, NA10	04/30/2025	\$92.00	96338	E 01 005 110 000 000 305	ACH Billing
HOME		NX	1	1772	XCEL ENERGY	04/30/2025	\$2,259.10	96334	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	2390	CENTERPOINT ENERGY	04/30/2025	\$12,122.22	96336	E 01 020 810 000 000 331	Fuel for Buildings
HOME		NX	1	2812	HOMETOWN BANK	04/30/2025	\$253.92	96337	E 01 005 110 000 000 305	Merchant Bank Billing
HOME		NX	1	4419	TASC	04/30/2025	\$366.50	96335	E 01 005 160 000 000 305	Admin fees
HOME		NX	1	4671	DELTA DENTAL MINNESOTA	04/30/2025	\$1,467.26	96339	B 01 215 032	March Dental Ins
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	05/15/2025	\$382.54	96350	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	05/15/2025	\$787.54	96357	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	05/15/2025	\$818.34	96353	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	05/15/2025	\$558.39	96353	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	05/15/2025	\$3,172.67	96349	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	05/15/2025	\$835.05	96368	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	05/15/2025	\$116.68	96354	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	05/15/2025	\$708.32	96352	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	05/15/2025	\$406.24	96352	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	05/15/2025	\$31,808.76	96355	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	05/15/2025	\$12,067.46	96356	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	05/15/2025	\$6,398.02	96366	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	05/15/2025	\$7,027.88	96367	B 01 215 013	Payroll Deductions MN St W/H

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	05/15/2025	\$27,894.17	96369	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	3683	Amazon	04/30/2025	\$19.07	96389	E 01 020 258 231 000 430	Soprano Songs New Imperial Edition Voice
HOME		NX	1	3683	Amazon	04/30/2025	\$26.94	96389	E 01 020 258 231 000 430	50 German Songs for Voice and Piano (L
HOME		NX	1	3683	Amazon	04/30/2025	\$13.00	96389	E 01 020 258 231 000 430	First Book of Baritone/Bass Solos- Part II
HOME		NX	1	3683	Amazon	04/30/2025	\$17.31	96389	E 01 020 258 231 000 430	The First Book of Tenor Solos
HOME		NX	1	3683	Amazon	04/30/2025	\$99.20	96390	E 01 020 211 908 000 401	M&M's
HOME		NX	1	3683	Amazon	04/30/2025	\$0.00	96390	E 01 020 211 908 000 401	zip lock bags
HOME		NX	1	3683	Amazon	04/30/2025	\$0.00	96390	E 01 020 211 908 000 401	card stock
HOME		NX	1	3683	Amazon	04/30/2025	\$48.94	96391	E 01 020 301 000 000 430	carb float
HOME		NX	1	3683	Amazon	04/30/2025	\$25.96	96392	E 01 020 301 301 830 433	XSEINO 12 Rolls 8"x35" 1.4mm Thick Soft
HOME		NX	1	3683	Amazon	04/30/2025	\$5.99	96392	E 01 020 301 301 830 433	1000 Pcs 500 Pairs 0.59inch Diameter
HOME		NX	1	3683	Amazon	04/30/2025	\$12.92	96392	E 01 020 301 301 830 433	32oz. Black Acrylic Paint by Craft Smart - I
HOME		NX	1	3683	Amazon	04/30/2025	\$6.59	96392	E 01 020 301 301 830 433	UPINS 30 Pcs Flat Paint Brushes, Small Br
HOME		NX	1	3683	Amazon	04/30/2025	\$52.86	96393	E 01 005 630 257 302 555	AC DC adapter power cord
HOME		NX	1	3683	Amazon	04/30/2025	\$121.20	96393	E 01 005 630 257 302 555	Wi-Fi USB Dongle
HOME		NX	1	3683	Amazon	04/30/2025	\$26.71	96394	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	04/30/2025	\$152.89	96395	E 21 020 292 921 301 401	Robotics supplies
HOME		NX	1	3683	Amazon	04/30/2025	\$37.99	96396	E 01 020 258 233 000 350	M212 Vic Firth Virtuoso Series Marimba M:
HOME		NX	1	3683	Amazon	04/30/2025	\$153.71	96397	E 01 005 630 257 302 555	Tech Supplies - Ipad case, adapters
HOME		NX	1	3683	Amazon	04/30/2025	\$39.98	96398	E 04 005 505 000 321 401	Laminator Pouches
HOME		NX	1	3683	Amazon	04/30/2025	\$22.95	96399	E 01 020 211 908 000 401	Schylling Nice Cube stress cubes w/bag
HOME		NX	1	3683	Amazon	04/30/2025	\$9.99	96399	E 01 020 256 000 000 430	Batteries - Math Calc
HOME		NX	1	3683	Amazon	04/30/2025	\$266.65	96400	E 01 020 331 000 000 430	Rubbermaid Commerical ProSave Ingredient
HOME		NX	1	3683	Amazon	04/30/2025	\$87.92	96400	E 01 020 331 000 000 430	1000 ML/1QT Double Boiler Chocolate Mel
HOME		NX	1	3683	Amazon	04/30/2025	\$49.49	96400	E 01 020 331 000 000 430	KitchenAid 5 Ultra Power Speed Hand Mixe
HOME		NX	1	3683	Amazon	04/30/2025	\$77.99	96387	E 01 015 203 000 000 430	chair pockets
HOME		NX	1	3683	Amazon	04/30/2025	\$16.99	96387	E 01 015 203 000 000 401	wireless doorbell
HOME		NX	1	3683	Amazon	04/30/2025	(\$4.00)	96387	E 01 015 203 000 000 430	promotion discount
HOME		NX	1	3683	Amazon	04/30/2025	\$99.51	96388	E 01 020 211 908 000 401	cotton swabs, convenience kits
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$385.00	96422	E 01 020 640 000 316 366	CPO Training Seminar
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$10.00	96423	E 01 020 640 000 316 366	Pot of Gold: Spec Ed. Finance for Admin v
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	(\$600.00)	96424	E 01 020 640 000 316 366	MN Council of English Teachers
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$85.00	96425	E 01 025 211 000 305 366	FACS to the MAX event registration fee
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$40.71	96426	E 21 020 292 921 301 401	Robotics

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 4/24/2025-5/15/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$521.36	96427	E 21 020 292 921 301 401	Robotics
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$130.74	96428	E 21 020 292 921 301 401	Robotics
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$49.36	96429	E 21 020 292 921 301 401	Pizza for Robotics team
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$53.66	96430	E 21 020 292 921 301 401	Casey's (Meal Robotics)
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$4,160.20	96431	E 01 020 294 974 000 369	State Boys Basketball Lodging
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$46.98	96432	E 01 005 760 000 720 442	Fuel
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$21.55	96433	E 01 020 292 964 000 401	Athletics Supplies
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$5.99	96434	E 01 020 292 964 000 401	Ahtletics Supplies
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$91.80	96420	E 05 005 120 000 000 305	WSI
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$91.80	96420	E 05 005 120 000 000 305	WSI
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$244.65	96420	E 05 005 120 000 000 305	Lifeguard Training
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$18.45	96420	E 05 005 120 000 000 305	S/H
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	(\$50.00)	96420	E 05 005 120 000 000 305	Coupon/Discount
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2025	\$47.21	96421	E 21 020 292 921 301 401	Casey's (Meal Robotics)

Check Total: \$210,778.04

Bank HOME Total: \$210,778.04

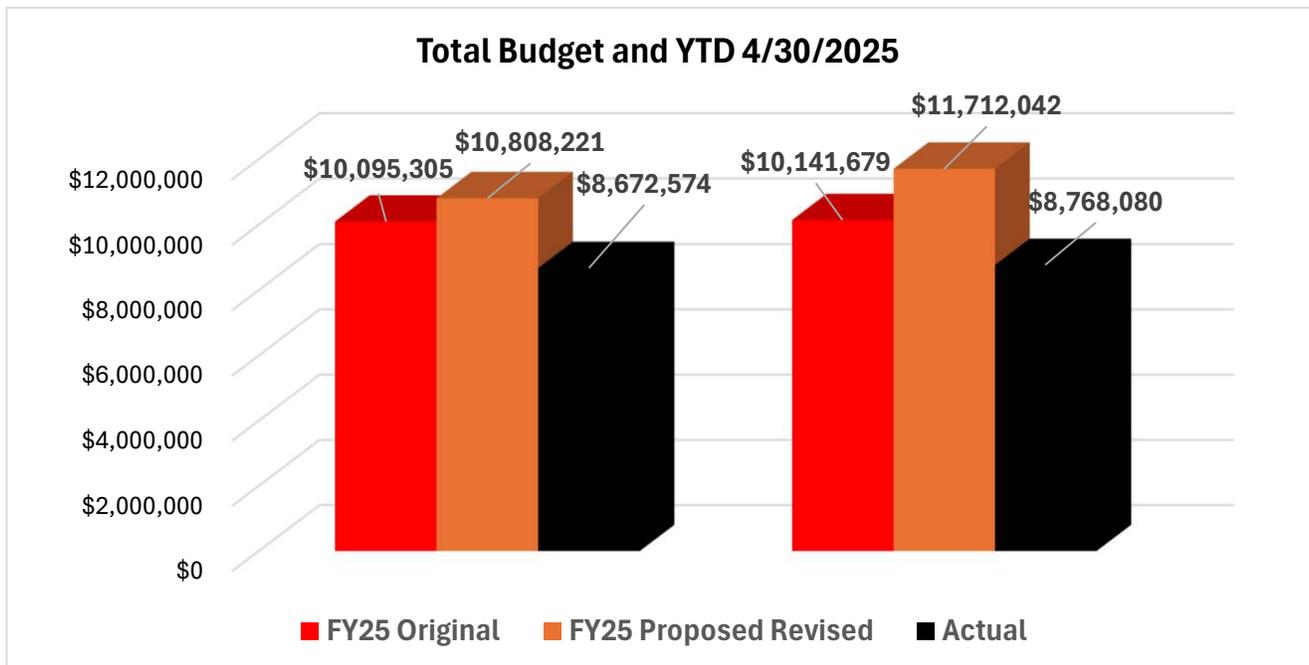
Report Total: \$210,778.04

BOLD ISD #2534

Monthly Operating Budget Report April 30, 2025

	<u>Revenue</u>	<u>Expense</u>
Budget FY25 ORIG	\$10,095,305	\$10,141,679
Budget FY25 Proposed Revised (as of 3/20/25)	\$10,808,221	\$11,712,042

Month Ending:		<u>% of Total FY25 ORIG</u>	<u>% of Total FY25 Proposed</u>		<u>% of Total FY25 ORIG</u>	<u>% of Total FY25 Proposed</u>
7/31/2024	\$177,987	1.8%	1.6%	\$335,364	3.3%	2.9%
8/31/2024	\$906,739	9.0%	8.4%	\$464,781	4.6%	4.0%
9/30/2024	\$1,044,672	10.3%	9.7%	\$1,103,118	10.9%	9.4%
10/31/2024	(\$23,871)	-0.2%	-0.2%	\$1,106,650	10.9%	9.4%
11/30/2024	\$1,001,371	9.9%	9.3%	\$869,157	8.6%	7.4%
12/31/2024	\$2,658,863	26.3%	24.6%	\$1,098,533	10.8%	9.4%
1/31/2025	\$895,840	8.9%	8.3%	\$1,026,936	10.1%	8.8%
2/28/2025	(\$56,017)	-0.6%	-0.5%	\$901,297	8.9%	7.7%
3/31/2025	\$1,040,164	10.3%	9.6%	\$972,463	9.6%	8.3%
4/30/2025	\$1,026,827	10.2%	9.5%	\$889,781	8.8%	7.6%
5/31/2025		0.0%	0.0%		0.0%	0.0%
6/30/2025		0.0%	0.0%		0.0%	0.0%
Total YTD	\$8,672,574	85.9%	80.2%	\$8,768,080	86.46%	74.9%



BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Referendum Construction Cash Balance
4/30/2025

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$2,434,367.35)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$4,469,720.42
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$29,716,863.30

Construction Balance \$31,752,216.37

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Operating Cash Balance
4/30/2025

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Minnesota School District Liquid Asset Fund	Bird Island-Olivia- Lake Lillian #2534	General Fund	600380	n/a	\$554.01
		Payroll Account	601345	n/a	\$19.20
Citizens Alliance Bank, Lake Lillian Branch	I S D #2534 Bold Public School	14 Mo. CD			\$ -
		Money Market - MMDA	471224	0.70%	\$255,509.21
		Checking - Regular DDA	471160	0.00%	\$1,966.40
Home Town Bank	ISD 2534	CD Marnold Ostby Estate	209216944	2.75%	\$83,436.48
		Marnold Ostby Savings	201002552	3.03%	\$9,701.54
		Lentz Music Department	2426	3.04%	\$7,863.12
		Lentz Scholarships	2440	3.04%	\$30,531.21
		Money Market	202000939	0.25%	\$695.03
		IntraFi Cash for premium checking	282	3.00%	\$3,675,739.22
		Value Checking (Petty Cash)	2300846	0.00%	\$965.76
		Premium Checking	2701282	3.04%	\$330,306.41
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,031.37
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,112.23
		Robert Remsberg Scholarship 24 Mo. CD	7793	2.23%	\$19,000.00
		Zetah Scholarship 24 Mo.CD	7775	2.23%	\$23,090.00
		Robertson Scholarship Savings Fund	6321	0.50%	\$5,141.13
		Robertson Scholarship CD	20271	1.77%	\$5,000.00
Frandsen Financial Corporation, BI	ISD #2534	Sheila Madsen Mem. Scholarship 12 Mo. CD	111690	0.50%	\$819.28
Total Cash Deposits					\$4,470,010.68

Fund Summary:

District Funds	\$ 4,266,284.32
Trust Funds	_ \$ 203,726.36
Total	\$ 4,470,010.68

2025.05.15 Project Status Overview

The BOLD Public Schools project is currently ahead of schedule. As of April 2025, the actual completion percentage is 3% ahead of the planned completion percentage. This has resulted in a Schedule Performance Index (SPI) of 1.120.

The Cost Performance Index (CPI) has remained consistently around the target value of 1, indicating that project expenditures are aligning with the progress. There are plans to compare reported figures with completion percentages in prime contractor bid packages to ensure accuracy as on-site work increases over the summer.

Progress Details

- Underground plumbing work for restrooms and locker rooms at Bird Island has begun.
- The storm shelter shell at Olivia is nearly complete.
- Area H (Zone 3) is progressing well and is expected to be completed before the start of summer.

Financials

- For April 2025, the project's earned value is \$14,053,623, which is ahead of the planned value of \$12,544,509.
- The actual spend for the project is \$14,052,634.
- Baker Tilly addressed three new RFI items with Nexus regarding April's project costs and supporting documentation. All three items have been resolved.
- Baker Tilly identified some discrepancies in the costs reported by Nexus to BOLD, totaling \$608.75. These variances were corrected by Nexus.

2025.05.19 board report

Graduation 2025

Graduation went well last Friday. For once it was not blistering hot in the gym. Good luck to all of our graduates in their future endeavors.

Insurance

I am seeking some new insurance quotes. We are currently with Hannover and we have been working on making updates from some items that were identified last summer during a walk through. There are currently two updates that are being fixed this summer but we cannot get an exact date yet. Hannover is not cooperating with us as they want to see a signed invoice or work order, which does not exist due to the nature of the project. There is a chance that they will not pick us up next year. Kyle Athmann is looking into other options for us if that comes to pass.

LCTN

We are nearing the end of the LCTN lawsuit but there keep being things the other side brings up at the last minute which derail the efforts. I have a meeting later on Monday and hope to have further information on the matter.

Project Status Overview

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- Baker Tilly identified some discrepancies in the costs reported by Nexus to BOLD, totaling \$608.75. These variances were corrected by Nexus.
- There have been some adjustments to the contingency budget over time.

BOLD Elementary School Board Reports

[BOLD Public School Strategic Plan 2022-2025](#)

Mission Statement

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Vision Statement

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May 2025

<p>ENROLLMENT</p>	<table border="1"> <thead> <tr> <th>Grade</th> <th>AUG</th> <th>SEPT</th> <th>OCT</th> <th>NOV</th> <th>DEC</th> <th>JAN</th> <th>FEB</th> <th>MAR</th> <th>APR</th> <th>MAY</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>48</td> <td>48</td> <td>49</td> <td>49</td> <td>49</td> <td>50</td> <td>50</td> <td>51</td> <td>50</td> <td>49</td> </tr> <tr> <td>1</td> <td>35</td> <td>33</td> <td>33</td> <td>33</td> <td>33</td> <td>33</td> <td>33</td> <td>33</td> <td>33</td> <td>33</td> </tr> <tr> <td>2</td> <td>47</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>46</td> <td>46</td> <td>47</td> <td>48</td> </tr> <tr> <td>3</td> <td>55</td> <td>53</td> <td>53</td> <td>52</td> <td>52</td> <td>51</td> <td>51</td> <td>52</td> <td>52</td> <td>51</td> </tr> <tr> <td>4</td> <td>38</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>37</td> <td>36</td> <td>35</td> <td>34</td> </tr> <tr> <td>5</td> <td>41</td> <td>39</td> <td>39</td> <td>38</td> <td>38</td> <td>39</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> </tr> <tr> <td>6</td> <td>56</td> <td>56</td> <td>55</td> <td>53</td> <td>53</td> <td>53</td> <td>52</td> <td>55</td> <td>56</td> <td>56</td> </tr> <tr> <td>ELEM TOTAL</td> <td>320</td> <td>313</td> <td>313</td> <td>309</td> <td>309</td> <td>310</td> <td>307</td> <td>311</td> <td>311</td> <td>309</td> </tr> </tbody> </table>	Grade	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	K	48	48	49	49	49	50	50	51	50	49	1	35	33	33	33	33	33	33	33	33	33	2	47	48	48	48	48	48	46	46	47	48	3	55	53	53	52	52	51	51	52	52	51	4	38	36	36	36	36	36	37	36	35	34	5	41	39	39	38	38	39	38	38	38	38	6	56	56	55	53	53	53	52	55	56	56	ELEM TOTAL	320	313	313	309	309	310	307	311	311	309
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<p>ACHIEVEMENT & OPPORTUNITY</p> <p>GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.</p>	<p><u>Field Trips</u> Huge shout out and thank you to all of the parents, families, community members, and local businesses who stepped up and donated money to our elementary classroom field trips. As we all know, these experiences provide wonderful educational experiences for students <u>outside</u> our school walls.</p> <p><u>Field Day</u> May 12: Students in grades K-6 participated in a variety of track and field events. Families and guests were here to join in and cheer on the students!</p> <p>Fun events are happening in and out of the classroom! Learning continues throughout our school!</p> <div style="display: flex; justify-content: space-around;">   </div> 																																																																																																			

	<p><u>Local Literacy Plan</u> Missy and I attended a work session with SWWC to start working on our Local Literacy Plan. I will submit the report to MDE before June 15 and hope to share the information at the June board meeting.</p> <p><u>K-4 and 5-8 Spring Concerts</u> I am very proud of all of the students for the incredible job they did at their recent Spring concerts. This is a testament to the hard work and dedication of their music instructors who prepared the students for these performances. Thank you and congratulations to Ms. Waskul, Mr. Strandberg, and Ms. Wilkins.</p> <p><u>Kindergarten Graduation</u> Kindergarten Graduation was held on Wednesday, May 14. It was an exciting time for them. You could tell how proud and nervous they were of being up on the big stage in front of lots of friends and family. I was honored to share in their moment of celebration!</p>
<p>RECRUITMENT & RETENTION</p> <p>GOAL: Build an environment in which our employees thrive. Hire, train, and retain high quality staff.</p>	<p><u>Teacher Appreciation Week</u> May 5-9 was Teacher Appreciation Week. A week to celebrate all our teachers do. We have some of the most caring and dedicated teachers who advocate for their students and work hard to create engaging and inspiring lessons. We cannot thank them enough!</p>
<p>SAFETY & WELLNESS</p> <p>GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.</p>	<p><u>Helmets for 2nd graders</u> The Olivia Kiwanis gave a helmet every 2nd grade student at BOLD. Thank you to this organization. The students were very excited to model them, even after a fun and hot day of playing at the park.</p> 
<p>FACILITIES & MAINTENANCE</p> <p>GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.</p>	<p><u>Packing up</u> The walls in classrooms are becoming bare and boxes are being filled. Our teachers have donated a lot of time to get their classrooms cleared out in order for construction crews to get started next week. Everyone in the building is working really hard to make sure construction timelines are honored!</p>

BOLD High School Board Report

[BOLD Public School Strategic Plan 2022-2025](#)

Mission Statement

"The mission of the BOLD School District is to: Provide all learners in the BOLD community an education designed to develop the creativity, character, confidence, and skills essential to flourish in a changing global society."

Vision Statement

The BOLD School District: United to achieve excellence and expecting the best – Be BOLD.

BOLD Pillars of Engagement

Engaged BOLD students are: problem solvers, feel respected and respect others, are empathetic human beings, and engaged BOLD students want to learn, they are responsible and take ownership of their learning.

May 2025 Report

<p>ACHIEVEMENT & OPPORTUNITY</p> <p>GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.</p>	<ul style="list-style-type: none"> ❖ 📊 24-25 Attendance and Behaviors ❖ School year for students is complete! ❖ Graduation was May 16. ❖ Moving forward for next year. ❖ Attendance goal
<p>RECRUITMENT & RETENTION</p> <p>GOAL: Build an environment in which our employees thrive. Hire, train, and retain high quality staff.</p>	<ul style="list-style-type: none"> ❖ Hired a choir teacher! ❖ Comprehensive Needs Assessment wrapping up on May 20 ❖
<p>SAFETY & WELLNESS</p> <p>GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.</p>	<ul style="list-style-type: none"> ❖
<p>FACILITIES & MAINTENANCE</p> <p>GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.</p>	<ul style="list-style-type: none"> ❖ Teachers out of rooms ❖ Construction has begun! ❖ Walk through

May High School Enrollment Report [📊 K-12 Enrollment by Month](#)

[📊 7-12 24-25 Enrollment by Month](#)

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
7	58	58	56	55	56	57	57	57	56	56
8	36	35	34	33	33	33	32	32	32	33
9	53	54	54	54	54	53	54	56	55	55

10	52	50	48	48	47	48	47	47	47	47
11	50	51	53	52	52	52	52	52	52	52
12	51	49	50	49	48	47	47	46	46	45
Total	300	297	295	291	290	290	289	290	288	288

BOLD ACTIVITIES REPORT – 5/19/25

1. SECTION TOURNAMENTS

- A. Softball was seeded 4th in the South sub-section and will play Adrian on Tuesday, May 20, at Wabasso. The Section 3A championship will be play on May 29 in Marshall.
- B. Golf begins their section play at Eagle Creek in Willmar on Wednesday, May 21. The golf section will conclude on Wednesday, May 28.
- C. The subsection track meet will be at Redwood Falls on Thursday, May 22, at 3:30 PM. The section meet this year will also be in Redwood Falls on Thursday, May 29, at 2:00 PM.
- D. Baseball sections are not yet seeded, but the playoffs will begin on Thursday, May 22 & the tournament will conclude on Thursday, June 5, in Mankato.

2. HEAD BOYS BASKETBALL COACH

- A. We currently have three applicants for our head boys' basketball coach position and we have interviews scheduled for May 28. We want to move quickly with this process as summer is a key time for the new head coach to work with the players and prepare for the upcoming season.

3. MSHSL 9th GRADE GOVERNANCE

- A. The Minnesota State High School League (MSHSL) has a Board of Directors meeting on June 2. It is expected that at that time the MSHSL will approve the inclusion of 9th grade student-athletes under their governance. The MSHSL has historically been an organization that has governed grades 10-12 only. This will not be a perceivable change to most people, but there will be some changes to rules and structures of programs for students in grades 7-9 in future years. There will be more information about this coming when this process is fully adopted in June, and I will keep the board informed of how this will affect our operations here at BOLD as these things become more clear in the near future.

BOLD COMMUNITY EDUCATION REPORT – 5/19/25

1. ONLINE REGISTRATION PROGRAM

- A. Tracey Johnson and I will be meeting with a representative from Arbiter regarding their online class registration program. We do not currently offer an online registration program for BOLD Community Education classes because this was dropped when we joined forces with the YMCA. After this meeting, we will bring the details and the costs back to both the pool board and the BOLD administrative team to make decisions on whether this will be cost effective for us. There are other options that we could create locally for online registrations, but that would require the time to set up and would not allow us to receive online payments for the programs.

2. SUMMER CAMPS LOCATION IN FLUX

- A. We have four summer sports programs being run for youth that include a track and field camp, a boys basketball camp, a girls basketball camp, and a volleyball camp. We may have to move these camps from Olivia to Bird Island due to storage being needed in the large gym. We are going to make this decision based on how many kids are enrolled in the camps, coupled with how much space the custodial staff needs to store pallets in the large gym this summer. The gym space in Bird Island is available, but access to bathrooms is more difficult, which for elementary students is a greeter concern.

BOLD Community Pool – Report 5-2025

Cleaning is still happening as well as reorganizing equipment. The pool storage space is now the entrance into the pool and construction is still happening in the pool hallway connecting it to the new addition.

In May the Water Safety Instructor (WSI) class finished with three more Instructors for the Bold Pool.

We had a JPA/Pool Board meeting on April 30th where the budget, employees and wages were approved.

Summer swim information went out to students and is available at several other locations. Summer information is on the websites of the City of Olivia, Bold Schools and the City of Bird Island. Registration happened on Thursday, May 1st we had a good turnout as well as many registrations came with students and in the mail. More registrations are still continuing to come in. Session One AM lessons are filling fast. June evening lessons so far have good registration. We are hoping for more registrations for Session Two AM starting June 16th and Session Three AM starting July 7th. July Evening lessons have a fair amount of registrations hoping for more.

I have been informed about some shut downs for construction that will affect the pool summer schedule in June. I will be sending out information to parents and posting them.

Information will be on the City of Olivia and The Bold school websites as well as facebook and other means of communication.

Thank you

Please let me know if you have any questions
Tracey Johnson, Pool Coordinator BOLD Community Pool
Tracey.johnson@bold.k12.mn.us 320-523-1031 ext 3152



**2025-2026 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2025. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of B O L D High School (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

B O L D High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

(Designated School Board Member – please print)

(Designated School Representative – please print)

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

(Boys Sports – please print)

(Girls Sports – please print)

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Print Name: _____
(Superintendent or Head of School)

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____

Member _____ introduced the following resolution and moved its adoption:

Closure and Consolidation of the General and Payroll bank accounts at Minnesota School District Liquid Asset Fund (MSDLAF)

WHEREAS, The General and Payroll bank accounts at Minnesota School District Liquid Asset Fund (MSDLAF) have been identified as inactive; and

WHEREAS, the continued maintenance of an inactive account incurs unnecessary administrative burden; and

WHEREAS, the funds held within the account will be directed to the district's existing Hometown Bank account;

NOW, THEREFORE, BE IT RESOLVED that the Bird Island-Oliva-Lake Lillian District 2534-01 School Board hereby authorizes the Superintendent and Business Manager to take all the necessary steps to close the Minnesota School District Liquid Asset Fund General and Payroll accounts and transfer any remaining funds to the district's active Hometown Bank account.

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

And the following voted against:

And the following was absent:

And the resolution was declared adopted.

Greg Peppel, School Board Clerk

Adopted: May 19, 2025

MSBA/MASA Model Policy 511

Orig. 1995

Revised: January 1, 2003

Rev. 2003

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

III. RESPONSIBILITY

- A. ~~It shall be the responsibility of the building administrators to develop~~ The building administrators shall be responsible for developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents, and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved, in advance, by the administration. Participation in non-approved activities shall be considered a violation of school district policy.
- C. ~~It shall be the responsibility of~~ The superintendent or designee shall be responsible for providing coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests

of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 120A.20 (Age Limitations; Pupils)
Minn. Stat. § 123B.09, Subd. 8 (Duties)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)

Adopted: May 19, 2025 2-4-19

~~BOLDMSBA/MASA Model Policy 613~~

Orig. 1997

Revised: November 14, 2024

Rev. 2024 (Nov.)

613 GRADUATION REQUIREMENTS

[NOTE: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

[NOTE: The 2024 Minnesota legislature enacted this change. Paragraphs B and C are flipped to create alphabetical order.]

- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

Principal(s) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

[NOTE: Minnesota Statutes 120B.303 includes the reference to paragraph (k) found in subparagraph 1. above. This statute no longer has a paragraph (k). MSBA has informed the Minnesota Revisor's Office, which replied that it will seek correction during the 2025 legislative session.]

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college

credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]

- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

[NOTE: This revision includes the 2024 change on implementation of the government and citizenship requirement to the 2025-26 school year.]

5. One credit in the arts sufficient to satisfy all of the academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education; and
7. A minimum of seven elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation

requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]

B. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature. Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
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.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 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)

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected. When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes, section 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner of the Minnesota Department of Education (Commissioner) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section, 123B.10.
- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)

Adopted May 19, 2025 ~~August 2, 2004~~

MSBA/MASA Model Policy 702

Orig. 1995

Revised June 26, 2022

Rev. 2022

702 ACCOUNTING

[NOTE: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minnesota Statutes section 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minnesota Statutes ~~section~~ §123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. ~~Each year, the school district shall also on or before October 1 of each year provide for the publication of the financial information specified in Minnesota Statutes section §123B.10 in the manner specified therein.~~

Legal References: Minn. Stat. § 123B.02 (~~School District Powers~~) (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 ~~School Board Powers~~ (Boards of Independent School Districts)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (~~Duties of School Board Clerk~~) (Officers of Independent School Districts)
Minn. Stat. § 123B.75 (Revenue; Reporting)
Minn. Stat. § 123B.76 (Expenditures: Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.78 (Cash Flow; School District Revenues; Borrowing for Current Operating Costs; Capital Expenditure Deficits)
Minn. Stat. § 123B.79 (Permanent Fund Transfers)
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: ~~MSBA Service Manual, Chapter 7, Education Funding~~
MSBA/MASA Model Policy 703 (Annual Audit)

404 EMPLOYMENT BACKGROUND CHECKS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

background information concerning employees, applicants, volunteers, **service providers**, independent contractors, and student employees.

III. PROCEDURES

- A Normally an **individual applicant** will not commence employment **or provide services** until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant **or allow an individual to provide services** pending completion of the background **or credit check(s)** but shall notify the ~~applicant—individual~~ that the ~~applicant's individual's~~ employment **or opportunity to provide services** may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (~~hereinafter the~~ BCA). The school district reserves the right to also have criminal history background **or credit check(s)** conducted by other organizations or agencies.
- B ~~An applicant who is offered employment~~—In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. ~~If the applicant fails to provide the school district with a signed Informed Consent form and fee at the time the applicant receives a job offer, the applicant will be considered to have voluntarily withdrawn the application for employment.~~ The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the **individual applicant** fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, **or permission to provide services**, the ~~applicant individual~~ will be considered to have voluntarily withdrawn the application for employment **or request to provide services**.

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

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

check may be included with the basic criteria for employment **or provision of services** in the position posting and position advertisements.

- H. The **applicant individual** will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, **or provision of services to,** the school district, the **applicant individual** will be so advised.
- J. The school district may apply these procedures to **other** volunteers, independent contractors, or student employees **as though they were applicants for employment.**
- K. **At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.**

IV. CRIMINAL HISTORY CONSENT FORM

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

Legal References: Minn. Stat. § 13.04, Subd. 4 (~~Rights of Subjects of Data Inaccurate or Incomplete Data~~)
~~Minn. Stat. § 13.87, Subd. 1 (Criminal Justice Data)~~
Minn. Stat. § 123B.03 (Background Checks)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, ~~Elder, and Individuals with Disabilities~~ Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References: None

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

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

I PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, **non-intoxicating cannabinoids, edible cannabinoid products**, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of **controlled substances, alcohol**, toxic substances, medical cannabis, **non-intoxicating cannabinoids, edible cannabinoid products**, and **controlled-substances alcohol** before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, **controlled-substances**, medical cannabis, **non-intoxicating cannabinoids, edible cannabinoid products**, or controlled substances in any school location.
- C. **An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.**
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage ~~malt beverage, fortified wine, or other intoxicating liquor~~ containing more than one-half of one percent alcohol by volume.
- B. "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 ~~U.S.C.~~ United States Code, section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) ~~combustion with use of dried raw cannabis; or~~ (5) any other method, ~~excluding smoking~~ approved by the Commissioner of the Minnesota Department of Health ("Commissioner").
- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint, ~~containing toluene, benzene, xylene, amyl nitrate, butyl nitrate,~~

nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar ~~other~~ substances ~~used or possessed with the intent of inducing intoxication or excitement of the~~ declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.

- J. "Use" ~~includes means~~ to sell, buy, manufacture, distribute, dispense, use, be under the influence of ~~alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~ or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, **non-intoxicating cannabinoids, or edible cannabinoid products**, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, **Subd.** subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. ~~A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.~~
- D. ~~The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.~~

[NOTE: The 2024 Minnesota legislature amended this law to add this protection.]

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, **non-intoxicating cannabinoids, or edible cannabinoid products**, must comply with the school district's student medication policy.

[NOTE: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products, in accordance with school district procedures."]

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, **non-intoxicating cannabinoids, or edible cannabinoid products**, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

[NOTE: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition (41 United States Code, section 8103; 34 Code of Federal Regulations, Part 84). An acknowledgment will document satisfaction by the school district of this federal requirement.]

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, **intoxicating cannabinoids, or edible cannabinoid products**

in a school location except with the express permission of the superintendent.

- F. No person is permitted to possess or use medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, non-intoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of ~~Minn. Stat.~~ Minnesota Statutes, § section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be

provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension,

termination, or discharge as deemed appropriate by the school board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

- Legal References:**
- Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
 - Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
 - Minn. Stat. § 152.01, Subd. 15a (Definitions)
 - Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
 - Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
 - Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
 - Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 - Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
 - Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
 - Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
 - Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
 - Minn. Stat. § 342.56 (Limitations)
 - Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
 - Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
 - ~~20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)~~
 - 20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)

21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for
Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and
Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
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 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

Adopted: June 23, 2025

MSBA/MASA Model Policy 522

Orig. 1995

Revised: June 25, 2022

Rev. 2022

***This model policy is based upon the 2020 Final Rule on Title IX Regulations**

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

~~[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 Code of Federal Regulations part 106. These regulations, which went into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.~~

~~The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 Code of Federal Regulations section 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations].~~

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school

community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

James Menton, Superintendent
701 South 9th Street, Olivia, MN 56277
Phone: 320-523-1031
Email: jim.menton@bold.k12.mn.us

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the

respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis

of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district

official, or a third party designated by the school district.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

~~***[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint or is otherwise not qualified under this policy to serve in that role in a particular case.]***~~

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
 2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.
- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to

speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

~~**[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]**~~

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model

Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures

provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 - 6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

- A. Emergency Removal of a Student
 - 1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies

removal of the student-respondent; and

- c. The school district determines if the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

~~***[NOTE:—The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]***~~

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without

both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

~~***{NOTE: For example, school districts are reminded of the obligation under Minnesota Statutes section 122A.20, subdivision 2, to make a mandatory report to the Minnesota Professional Educator Licensing and Standards Board concerning any teacher who resigns during the course of an investigation of misconduct.}***~~

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

~~[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]~~

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the

parties simultaneously.

- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or

complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 - 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

~~[NOTE:—School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].~~

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 - 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**INDEPENDENT SCHOOL DISTRICT NO. 2534
TITLE IX SEX NONDISCRIMINATION REPORT FORM**

General Statement of Policy Prohibiting Sex Discrimination, Including Harrassment

Independent School District No. 2534 maintains a firm policy prohibiting all forms of ~~The~~ the school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent. The policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. The policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. The policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

Complainant: _____

Home Address: _____

Work Address: _____

Home/Cell Phone: _____ Work Phone: _____

Date(s) of Alleged Incident(s): _____

Name(s) of person you believe bullied you or another person or group:

If the alleged bullying was toward another person or group, identify that person or group:

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur?

List any witnesses that were present:

I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Complainant Signature: _____ Date: _____

Received by: _____ Date: _____

Adopted: June 23, 2025

MSBA/MASA Model Policy 601

Orig. 1995

Revised: May 30, 2024

Rev. 2024

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Standards 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.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" 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" 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" 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 to create 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.

[Note: Definitions B, E, G, and I were added to Minnesota Statutes, section 120B.11—the Comprehensive Achievement and Civic Readiness law—effective August 1, 2023. The definitions apply to revisions to the Comprehensive Achievement and Civic Readiness law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.”]

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);

[NOTE: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

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 for 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 the world's best workforce/**Comprehensive Achievement and Civic Readiness (CACR)**;

[NOTE: MSBA/MASA Model Policy 618 addresses this requirement.]

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;

[NOTE: MSBA/MASA Model Policy 616 addresses this requirement.]

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;

[NOTE: MSBA/MASA Model Policy 616 addresses this requirement.]

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, rigorous curriculum, technology, and a 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 (Literacy 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; 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)

Adopted: June 23, 2025

MSBA/MASA Model Policy 611

Orig. 1996

Revised: January 20, 2022

Rev. 2022

611 HOME SCHOOLING

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

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes, section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship

III. CONDITIONS FOR HOMESCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minnesota Statutes, section 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by ~~Minn. Stat. §~~ Minnesota Statutes, section 121A.15, ~~Subds~~ subdivisions 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of homeschooling in Minnesota and the grade 7 year. (~~Minn. Stat. § 121A.15, Subd. 80~~)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in ~~Minn. Stat. § 123B.42 and Minn Rules Ch. 3540~~ under state law. The school district is not required to expend any amount for this

purpose that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48~~ state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by ~~Minn. Stat § 123B.44 and Minn. Rules Ch. 3540~~ under state law. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123.48~~ state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. ~~(Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)~~

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[NOTE: The provisions of Article VIII. - Shared Time Programs do not determine whether Shared Time Programs should be offered to any pupil. However, ~~it is required that~~ home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League-sponsored activities (~~where~~ in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League ~~Bylaw 403.00~~ bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities ~~where-in which~~ six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic non-regular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations;
School Children)
Minn. Stat. § 123B.36 (~~School Boards may require~~ Authorized
Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction
~~Material~~ or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (~~Cocurricular and~~ Extracurricular
Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (~~Textbooks, Individualized Instruction
Materials, Standardized Tests~~ Nonpublic Schools)

Cross References: ~~MSBA/MASA Model Policy 102 (Equal Educational Opportunity)~~
~~MSBA/MASA Model Policy 413 (Harassment and Violence)~~
~~MSBA/MASA Model Policy 506 (Student Discipline)~~
~~MSBA/MASA Model Policy 528 (Student Parental, Family, and
Marital Status Nondiscrimination)~~
MSBA/MASA Model Policy 509 (Enrollment of Nonresident
Students)
MSBA/MASA Model Policy 510 (School Activities)

Adopted: 4-27-20 July 28, 2025

MSBA/MASA Model Policy 419

Orig. 1995

Revised: May 29, 2024

Rev. 2024

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

[NOTE: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes, section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

[Note: The following language is not required by law but is recommended by MSBA for inclusion in this policy.]

- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. ~~TOBACCO AND TOBACCO-RELATED DEVICES DEFINED DEFINITIONS~~

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, ~~whether natural or synthetic,~~ intended for human consumption ~~that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product~~ **through inhalation of aerosol or vapor from the product.** **Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor.** Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. ~~Electronic delivery device does not include any product that has been approved or certified by the United States food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.~~excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. **"Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.**
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted,

sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any ~~tobacco product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product or for other medical purposes, and is being marketed and sold solely for such an approved purpose.~~ drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of **aerosol or** vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. **An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.** An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.
- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: [Minn. Stat. § 120B.238 \(Vaping Awareness and Prevention\)](#)
[Minn. Stat. § 121A.08 \(Smudging Permitted\)](#)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to [Children Persons Under Age 21](#))
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: ~~MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)~~
MSBA/MASA Model Policy 506 (Student Discipline)
~~MSBA Service Manual, Chapter 2, Students Rights, Responsibilities and Behavior~~

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[NOTE: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission,

such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Minnesota Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (Superintendent), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic re-evaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of a student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the **Minnesota** Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes, **section** 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;

7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

- Legal References:** Minn. Stat. § 121A.23 (~~Health-Related Programs~~ Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
~~Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)~~
~~Minn. Stat. § 144.442 (Testing in School Clinics)~~
Minn. Stat. § 144.441-442 (Tuberculosis)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (~~Occupational Exposure to~~ Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, ~~107 S. Ct. 1123~~ (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990
- Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

506 STUDENT DISCIPLINE

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

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Non-exclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section [120B.02](#) and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board

The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent

The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give

direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising ~~his or her~~ the principal's lawful authority, may use reasonable force when it is necessary under the circumstances to **correct or** restrain a student to prevent **imminent** bodily harm or death to the student or another. **A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.**

D. Teachers

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. ~~In exercising~~ A teacher, exercising the ~~teacher's~~ person's lawful authority, ~~a teacher~~ may use reasonable force when it is necessary under the circumstances to **correct or** restrain a student to prevent **imminent** bodily harm or death to the student or another. **A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.**

E. Other School District Personnel

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. **A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.**

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent **imminent** bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. to recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds;

school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances

(except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or

obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the

parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

[NOTE: The following Sections C. - J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.]

C. Procedures for Removal of a Student From a Class.

1. *Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee;*
2. *Specify required approvals necessary;*
3. *Specify paperwork and reporting procedures.*

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. *The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.*

E. Responsibility for and Custody of a Student Removed from Class.

1. *Designation of where student is to go when removed;*
2. *Designation of how student is to get to designated destination;*
3. *Whether student must be accompanied;*
4. *Statement of what student is to do when and while removed;*
5. *Designation of who has control over and responsibility for student after removal from class.*

F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.

1. *Specification of procedures;*
2. *.Actions or approvals required such as notes, conferences, readmission plans.*

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

1. *Specification of Procedures;*
2. *Actions or approvals required, such as notes, conferences, readmission plans.*

H. Students with a Disability; Special Provisions.

1. *Procedures for consideration of whether there is a need for further assessment;*
2. *Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and*
3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. *Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;*

2. *Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.*

- J. **Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.**
- K. **Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.**
- L. **Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.**
- M. **Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services;**
- N. **Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031; and**
- O. **Unscheduled Student Removal From Class**

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it

appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not

receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section [121A.41, subdivision 10](#), does not apply to a student's dismissal from school for less than one school day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an

expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

- a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
 10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
 11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
 12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available

from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school

board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide

relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
 - Minn. Stat. § 120B.232 (Character Development Education)
 - Minn. Stat. § 121A.26 (School Preassessment Teams)
 - Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
 - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 - Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
 - Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)**
 - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 - Minn. Stat. §§ 121A.60 (Definitions)
 - Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
 - Minn. Stat. § 121A.611 (Recess and Other Breaks)**
 - Minn. Stat. § 122A.42 (General Control of Schools)
 - Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
 - Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
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 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship ;
4. health and physical education;

[NOTE: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. the arts;
6. career and technical education; and
7. world languages.

[NOTE: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes, section 120B.022.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

- C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.

- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater , and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

[NOTE: Line 6. regarding locally developed health academic standard continues to be in effect. The 2024 Minnesota legislature enacted a change in health standards from local to state determination, as noted in Model Policy 613. It will likely take eighteen months or more for a state health standard to be finalized. Until that time, school districts should maintain their locally developed health academic standards. MSBA will alert school districts to update line 6. when the state standards are finalized.]

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[NOTE: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components

herein, the IEP satisfies the requirement, and no additional transition plan is needed.

- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Resolution for Acceptance of Gifts

Member _____ introduced the following resolution and moved its adoption:

WHEREAS Northern Services has generously donated \$815.00 towards Grades 4-6 Field Trips;

WHEREAS Remington Seeds has generously donated \$750.00 towards the 5th Grade Field Trip;

WHEREAS Rural Computer Consultants has generously donated \$500.00 towards the 6th Grade Field Trip;

WHEREAS AgQuest Financial Services has generously donated \$100.00 towards the 6th Grade Field Trip;

WHEREAS Farmward Cooperative has generously donated \$100.00 towards the 6th Grade Field Trip;

WHEREAS Nick and Kathy Ludowese have generously donated \$150.00 towards Mr. Tanttala's English Classroom;

WHEREAS Nick and Kathy Ludowese have generously donated \$150.00 towards Mr. Kingery's Science Classroom;

THEREFORE, BE IT RESOLVED by the Bird Island-Olivia-Lake Lillian Public School District 2534-01 Board to gratefully accept these gifts.

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

And the following against the same:

And the following was absent:

The foregoing resolution was approved this 19th day of May, 2025.

Greg Poppel, School Board Clerk