

AGENDA
BOLD BOARD OF EDUCATION REGULAR MEETING
BIRD ISLAND-OLIVIA-LAKE LILLIAN
INDEPENDENT SCHOOL DISTRICT #2534
MONDAY, MARCH 23, 2026
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 Peppel
I am calling this BOLD BOARD OF EDUCATION REGULAR MEETING to order this 23th day of March 2026 at 7:XX pm
We do/dont have a quorum.
 - II. Pledge of Allegiance

Let us begin our meeting with the recitation of the pledge of Allegiance.
 - III. Approval of Agenda
 - IV. Recognition of Visitors to the School Board
We welcome all in attendance online as well as the individuals visiting today.
 - 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
Chair Peppel
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 (Attachments)**

- **Approve Minutes (Attachment)**
 - February, 2026 Regular School Board Meeting
- **Approve Personnel Changes (Attachment)**

VII. Reports

- A. **Superintendent Report**
- B. **PK-6 Principal Report**
Principal Krafka
- C. **7-12 Principal Report**
Principal Bodin
- D. **Activities Report**
- E. **Community Education Report**
- F. Food Service Director Report
Margaret Fleming
Attached is an informational update for the board relating to BOLD's Food Service. This includes informing and providing information on where the board may need to provide legislative feedback that is impacting students in the district.
- G. **Pool Report**
- H. **Facilities Report**
- I. **School Board Committee Reports**

VIII. New Business

- A. Bird Island Baseball Park Complex Contract Spring 2026 season
THIS AGREEMENT is made and entered into this 1st day of April, 2026, by and between the City of Bird Island, Minnesota, Independent School District 2534, and the BOLD Baseball Association.
- B. Ticket Prices for the Spring 2026 Play
Student \$8
Adult \$12

Same as Fall Musical.
- C. Stipend for Literacy Lead for SY25-26
The District is proposing a \$5,200 stipend for the Lead Role for Sy25-26
- D. Fundraiser for the BOLD Volleyball Boosters to sell Heggies Pizzas
April 2026
The sales of pizzas will begin in April if the fundraiser is approved.
- E. Transfer \$200,000.00 of bond interest money to the bond contingency fund.

F.

First and final reading of Policies:

- 406, Public and Private Personnel Data
- 420, Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
- 520 Student Surveys
- 613, Graduation Requirements
- 620, Credit for Learning

Members Clouse and Frank

Policy 406: Has 2 technical updates both being MN statutory revisions. These revisions are in section III. H. and Section V. F. Note the information in section III has been reordered, but the content has remained the same.

Policy 420: This is a First and Final Reading because there are only 2 minor technical updates. There is one minor language deletion in Section I. Lastly, resources are added at the end of the policy.

Policy 520: This is a First and Final Reading for Policy 520 because there are only minor technical updates from MSBA on Feb 1, 2026 to correct Section references to be correct and to add two resource references to the policy.

Policy 613: It is a First and Final Reading. The policy has technical update in references, adds resources, and removes outdated Notes. Note in section VII. B. administration last year added the verbage of "Curriculum Review Committee" so that we know who's responsibility this task belongs to.

Policy 620: This policy has minor technical changes that were released on February 1, 2026 from MSBA. The policy committee recommends a single and final reading to adopt at the March 23, 2026 board meeting.

G. Final Reading (3/3) of Policy 616, School District System Accountability. (Attachment)

Member Clouse

Even though Policy 616 is due for the third and final reading this month of March, the new legislative updates are technical updates which means they do not change the policy's main content. These new

changes are highlighted in green to set them apart from what was seen in the first two readings. The changes pertain to the District Advisory Committee provision with MN Stat. 120B.11, MN statute addition, and a few minor changes in language mentioned above.

Policy 616 was last reviewed and approved on Nov. 25, 2024 with a revision date of June 1, 2024. On October 15, 2025 MSBA released a revision with technical updates. Due to this and with Tim Tydlacka being new the Policy committee recommends three readings to allow Administration adequate time to review, especially Section IV. D. 5. It contains a minor update removing outdated language in section IV. C. 2 and eliminates one of the Cross References.

- H. Final Readings (3/3) of Policy 621, Literacy and the READ Act.
(Attachment)
Member Clouse
Policy 621, Literacy and the READ Act is new to BOLD. This was identified as a need due to the legislative enactments recently and the Policy Committee queried Tim Tydlacka on adding, which he agreed was needed. We will have three readings with a tentative adoption by the board at the March 23, 2026 board meeting.
- I. Second of three readings of Policy 211, Criminal or Civil Action Against School District, School Board Member, Employee, or Student.
This policy is new to the BOLD district, so it will require three readings. Tentative adoption date is April 27, 2026.
- J. Second of three Readings for Policy 306, Administrator Code of Ethics.
(Attachment)
Member Frank
Policy 306 was last adopted on June 24, 2024 with a 2002 revision. A suggested revision was put in place by MSBA/MASA on 10-15-2025. Due to the changes and formatting, the policy committee recommends three readings with tentative adoption at the April 27, 2026 board meeting.
- K. Second of Three readings of Policy 606 Textbooks and Instructional Materials.
This policy requires three readings due to a substantial addition in section V. There are also a couple other changes regarding legal references.
- L. Second of three readings of Policy 712 Video Recording Other Than on Buses.

Since this policy is new to the BOLD district, it will require three readings.

- M. First of three readings of Policy 404, Employment Background Checks
Member Clouse
This policy requires three readings due to significant changes in section III. A and following III. B. Language regarding credit reference checks has been maintained as this was approved through legal changes as this was not part of MSBA's template.
- N. First of three readings of Policy 410 Family and Medical Leave Policy
Member Frank
This policy will require three readings due to 2026 Feb 1 MSBA Substantive Changes that are in sections IV. LEAVE ENTITLEMENT and V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES. A legal reference to Minnesota Statue has been struck.
- O. First of three readings of Policy 503, Student Attendance.
Member Clouse
This policy had substantial updates so will require 3 readings. Note B. 1. the whole section was deleted and the new listing inserted. A few of the original excused absences were retained. In section 2. b. 4 and 2. b. 5 the highlighted areas are ones that BOLD adopted at the previous update. They can remain the same or be changed, which is an administrative decision.
- P. First of three readings of Policy 530, Immunizations Requirements with Forms
Member Clouse
First of three readings. This is a new policy at BOLD, so it requires three readings.
- Q. Formation of a Gymnastics Co-op with Wilmar SY26-27
Approve or deny the pursuit of a gymnastics co-op with Willmar for SY26-27
- R. Recommendations Regarding the Reduction/Discontinuance of Programs and Positions
Superintendent Tydlacka
Admin. recommends discontinuing the FACS program. Rationale is in the attached document.
- S. Committee structure change: Combine Ag and FACS CTE committees into a single CTE Committee.
Principal Bodin
Member Clouse was a member of the FACS CTE advisory committee but is requesting to be allowed to step away from the new committee to allow more time to focus on policy committee work. The new committee

will consist of members, Zimmerman, Peppel, and Sheehan with member Sheehan being the subcommittee chair.

T. Resolution for Acceptance of Gifts

Chair Peppel

Approval of the Acceptance of Gifts.

U. Resolution of congratulations for students who competed in State competition.

Chair Peppel

Reading of resolution. Please add your name to move the motion as well as a name for a second as it is read.

IX. **Upcoming dates:**

April 27, 2026 Regular School Board Meeting, Media Center, 7:00PM

May 18, 2026 Regular School Board Meeting, Media Center, 7:00PM

Chair Peppel

X. **Adjourn**

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 12/19/2025-1/22/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	12/30/2025	\$332.50	98178	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	12/30/2025	\$687.54	98185	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	12/30/2025	\$904.18	98181	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	12/30/2025	\$479.21	98181	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	12/30/2025	\$2,845.90	98177	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	12/30/2025	\$908.39	98198	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	12/30/2025	\$116.68	98182	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	12/30/2025	\$41.67	98180	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	12/30/2025	\$304.17	98180	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	1	4419	TASC	12/30/2025	\$150.00	98180	B 01 215 096	Flex Med - Veglahn
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	12/30/2025	\$31,883.66	98183	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	12/30/2025	\$11,981.57	98184	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	12/30/2025	\$8,974.90	98195	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	12/30/2025	\$7,040.77	98197	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3095	MN DEPT. OF REVENUE	12/30/2025	\$134.48	98197	B 01 215 079	Garnish 1
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	12/30/2025	\$27,659.35	98199	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	01/15/2026	\$332.50	98230	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	01/15/2026	\$687.54	98237	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	01/15/2026	\$904.18	98233	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	01/15/2026	\$479.21	98233	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	01/15/2026	\$2,845.90	98229	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	01/15/2026	\$908.39	98249	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	01/15/2026	\$116.68	98234	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	01/15/2026	\$41.66	98232	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	01/15/2026	\$304.16	98232	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	1	4419	TASC	01/15/2026	\$150.00	98232	B 01 215 096	Flex Med Veglahn
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	01/15/2026	\$28,685.16	98235	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	01/15/2026	\$11,364.79	98236	B 01 215 011	Payroll Deductions Fed W/H
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HOME		NX	2	3095	MN DEPT. OF REVENUE	01/15/2026	\$6,496.05	98248	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	01/15/2026	\$26,824.84	98250	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	1772	XCEL ENERGY	12/31/2025	\$5,818.71	98267	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	1772	XCEL ENERGY	12/31/2025	\$4,650.42	98266	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	2390	CENTERPOINT ENERGY	12/31/2025	\$2,140.03	98263	E 01 020 810 000 000 331	Fuel for Buildings

Bird Island - Olivia - Lake Lillian District #2534

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Pay/Void

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HOME		NX	1	4671	DELTA DENTAL MINNESOTA	12/31/2025	\$1,663.89	98268	B 01 215 032	Dental Ins
HOME		NX	1	5933	CENTURYLINK	12/31/2025	\$209.97	98264	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	5933	CENTURYLINK	12/31/2025	\$256.15	98265	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	2812	HOMETOWN BANK	12/31/2025	\$44.95	98270	E 01 005 110 000 000 305	Merch Bank Billing
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$82.68	98273	E 01 020 292 969 000 401	AD Meeting Meal
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$31.88	98273	E 01 020 292 969 000 401	AD Hockey Meeting meal
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$6.59	98273	E 01 020 292 964 000 401	Ice for Athletic Injuries
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$26.96	98273	E 01 020 292 964 000 401	School Space Media Livestream
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$169.12	98274	E 01 005 640 000 316 366	Training hotel
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$395.00	98275	E 01 005 640 000 316 366	School Law Conference
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$215.74	98275	E 01 005 630 257 000 465	Home Depot - Ring Cameras
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$24.00	98275	E 01 005 640 000 316 366	Fifty South - Parking for conference/trainir
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$125.03	98271	E 21 020 298 902 301 401	Room One
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$125.03	98271	E 21 020 298 902 301 401	Room Two
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$125.03	98271	E 21 020 298 902 301 401	Room Three
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$37.69	98272	E 01 005 760 000 733 442	Kwik Star
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$46.50	98272	E 01 005 760 000 733 442	QuikTrip
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$53.12	98272	E 01 005 760 000 733 442	Loves
HOME		NX	2	3614	HARRIS MASTERCARD	12/31/2025	\$51.71	98272	E 01 005 760 000 733 442	Casey's
HOME		NX	1	3683	Amazon	12/31/2025	\$35.00	98280	E 05 005 120 000 000 401	Aqua Belt
HOME		NX	1	3683	Amazon	12/31/2025	\$28.95	98280	E 05 005 120 000 000 401	Candy
HOME		NX	1	3683	Amazon	12/31/2025	\$31.98	98280	E 05 005 120 000 000 401	Balls
HOME		NX	1	3683	Amazon	12/31/2025	\$8.49	98280	E 05 005 120 000 000 401	Cable
HOME		NX	1	3683	Amazon	12/31/2025	\$263.13	98281	E 06 005 870 000 000 401	Bench Grinder Stands
HOME		NX	1	3683	Amazon	12/31/2025	(\$263.13)	98281	E 06 005 870 000 000 401	Bench Grinder Stands
HOME		NX	1	3683	Amazon	12/31/2025	\$263.13	98281	E 01 015 810 000 000 401	Bench Grinder Stands
HOME		NX	1	3683	Amazon	12/31/2025	\$212.48	98282	E 04 005 505 000 321 401	Community ed-pickleballs,tape, bucket
HOME		NX	1	3683	Amazon	12/31/2025	\$84.54	98283	E 01 020 258 233 000 430	Rust-Oleum 7578838-6PK Professional Hig
HOME		NX	1	3683	Amazon	12/31/2025	\$5.40	98283	E 01 020 258 233 000 430	Sandpaper 120 Grit, Wet Dry Sanding She
HOME		NX	1	3683	Amazon	12/31/2025	\$5.41	98283	E 01 020 258 233 000 430	Sandpaper 240 Grit, Wet Dry Sanding She
HOME		NX	1	3683	Amazon	12/31/2025	\$9.99	98284	E 01 015 203 000 000 401	IP66 Doorbell Classroom Wireless Waterp
HOME		NX	1	3683	Amazon	12/31/2025	\$18.99	98284	E 01 015 050 000 000 401	MOSISO Macbook Air 13 inch laptop hards
HOME		NX	1	3683	Amazon	12/31/2025	\$9.99	98284	E 01 015 050 000 000 401	S & O Thank you cards w envelopes blanl

Bird Island - Olivia - Lake Lillian District #2534

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME		NX	1	3683	Amazon	12/31/2025	\$12.59	98284	E 01 015 050 000 000 401	YYST Type A 16"-39.5" Magnetic Curtain F	
HOME		NX	1	3683	Amazon	12/31/2025	\$10.75	98284	E 01 015 050 000 000 401	Amazon Basics Clear Thermal Laminating	
HOME		NX	1	3683	Amazon	12/31/2025	\$8.50	98284	E 01 015 050 000 000 401	Teacher Created Resources Cool for Scho	
HOME		NX	1	3683	Amazon	12/31/2025	\$4.99	98284	E 01 015 050 000 000 401	X-bet MAGNET Strong Magnets with Adhe	
HOME		NX	1	3683	Amazon	12/31/2025	\$11.99	98284	E 01 015 050 000 000 401	AIZESI 2pcs Spring Tension Rods Adjusta	
HOME		NX	1	3683	Amazon	12/31/2025	\$97.00	98285	E 01 020 212 000 000 430	B07F1ZFV69 Mr. Pen - T Square, T Ruler,	
HOME		NX	1	3683	Amazon	12/31/2025	\$9.99	98285	E 01 020 212 000 000 430	B0CLRP8G5N • XUXU 3 Pack Duct Tape f	
HOME		NX	1	3683	Amazon	12/31/2025	\$40.84	98285	E 01 020 212 000 000 430	B0CJYC1VQ3 Blue Painters Tape 1 Inch E	
HOME		NX	1	3683	Amazon	12/31/2025	\$19.29	98285	E 01 001 216 000 401 430	B00OBC4CU2 AdTech Hot Glue Sticks, 4 I	
HOME		NX	1	3683	Amazon	12/31/2025	\$30.99	98285	E 01 001 216 000 401 430	JARLINK Clear Packing Tape (18 Rolls), H	
HOME		NX	1	3683	Amazon	12/31/2025	\$45.14	98285	E 01 001 216 000 401 430	B0CH778R4Z Maped Unbreakable Ruler	
HOME		NX	1	3683	Amazon	12/31/2025	\$17.94	98285	E 01 001 216 000 401 430	B0CLTYFXN9 Stylus Pens for Touchscreer	
HOME		NX	1	3683	Amazon	12/31/2025	\$22.99	98285	E 01 001 216 000 401 430	Permanent markers, 100 packspermanent	
HOME		NX	1	3683	Amazon	12/31/2025	\$187.65	98285	E 01 001 216 000 401 430	B00006IETPrismacolor Premier Colored F	
HOME		NX	1	3683	Amazon	12/31/2025	\$779.52	98286	E 01 020 810 000 000 401	Shade replacements	
HOME		NX	1	3683	Amazon	12/31/2025	\$7.99	98341	E 01 015 258 233 000 430	200pcs Music Note Stickers Pack	
HOME		NX	1	3683	Amazon	12/31/2025	\$72.65	98342	E 01 020 301 000 830 433	black wallpaper	
HOME		NX	1	3683	Amazon	12/31/2025	\$85.81	98342	E 01 020 301 000 830 433	supplies for shop	
HOME		NX	1	3683	Amazon	12/31/2025	\$47.44	98343	E 05 005 120 000 000 350	Grease for Diving Board	
HOME		NX	1	3683	Amazon	12/31/2025	\$65.29	98344	E 02 005 770 000 701 401	Kitchen Supplies - Food service	
HOME		NX	1	3683	Amazon	12/31/2025	\$2,407.55	98345	E 01 005 630 257 302 555	Tech Supplies and Equipment - cable, prc	
HOME		NX	1	3683	Amazon	12/31/2025	\$840.65	98346	E 01 005 630 257 302 555	Tech Supplies and Equipment - cable, prc	
HOME		NX	1	3683	Amazon	12/31/2025	\$356.01	98347	E 01 005 630 257 302 555	Tech Supplies and Equipment - cable, prc	
HOME		NX	1	3683	Amazon	12/31/2025	\$126.13	98348	E 01 005 630 257 302 555	Tech Supplies and Equipment - cable, prc	
HOME		NX	1	3683	Amazon	12/31/2025	\$63.32	98349	E 01 015 216 000 401 401	Homeless supplies - winter gear	
HOME		NX	1	3683	Amazon	12/31/2025	\$37.35	98350	E 01 015 203 000 000 401	po 34966 replacement	
HOME		NX	1	3683	Amazon	12/31/2025	\$365.13	98351	E 01 005 110 000 000 401	District Office Supplies	
HOME		NX	1	3683	Amazon	12/31/2025	\$116.99	98352	E 21 020 298 904 301 401	NHS - moving cart	
HOME		NX	1	3683	Amazon	12/31/2025	\$10.90	98278	E 01 015 203 000 000 401	Double Sided Tape - Heavy Duty	
HOME		NX	1	3683	Amazon	12/31/2025	\$34.71	98278	E 01 015 203 000 000 401	Colorations Tempera Paint	
HOME		NX	1	3683	Amazon	12/31/2025	\$26.98	98278	E 01 015 203 000 000 401	White Cardstock	
HOME		NX	1	3683	Amazon	12/31/2025	\$15.43	98278	E 01 015 203 000 000 401	Mr. Sketch Scented Markers	
HOME		NX	1	3683	Amazon	12/31/2025	\$12.39	98279	E 01 015 201 000 000 401	Graduaton Hats 30 count	
HOME		NX	1	3683	Amazon	12/31/2025	\$15.99	98279	E 01 015 201 000 000 401	Mesh Zipper Pouch Bags 24 pieces	

Bird Island - Olivia - Lake Lillian District #2534

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME		NX	1	3683	Amazon	12/31/2025	\$9.58	98279	E 01 015 201 000 000 401	Yellow Cotton Balls Pack of 100	
HOME		NX	1	3683	Amazon	12/31/2025	\$13.99	98279	E 01 015 201 000 000 430	60 Dry Erase Dots	
HOME		NX	1	3683	Amazon	12/31/2025	\$15.44	98279	E 01 015 201 000 000 401	Blue Card Stock 250 pack	
HOME		NX	1	3683	Amazon	12/31/2025	\$13.49	98279	E 01 015 201 000 000 401	White card stock- 300 sheets	
HOME		NX	1	3683	Amazon	12/31/2025	\$20.43	98279	E 01 015 201 000 000 430	60 Minute 7.5 inch Animal Visual Timer	
HOME		NX	1	3683	Amazon	12/31/2025	\$17.86	98279	E 01 015 201 000 000 430	Mr. sketch scented markers 22 count	
HOME		NX	1	3683	Amazon	12/31/2025	\$7.99	98355	E 01 020 258 231 000 430	12-Pack .009 Gauge High E String Single E	
HOME		NX	1	3683	Amazon	12/31/2025	\$50.29	98356	E 01 005 420 000 740 401	Toner for printer	
HOME		NX	1	3683	Amazon	12/31/2025	\$117.58	98357	E 01 020 402 000 740 433	CyclingDeal Adjustable Adult Bicycle Bike \$	
HOME		NX	1	3683	Amazon	12/31/2025	\$51.20	98358	E 01 001 216 000 401 430	B0CQYQDZH5 MEEDEN Titanium White A	
HOME		NX	1	3683	Amazon	12/31/2025	\$19.99	98358	E 01 001 216 000 401 430	B0F543VG3D AOXITA 400 Set 2 oz Jello S	
HOME		NX	1	3683	Amazon	12/31/2025	\$7.65	98358	E 01 001 216 000 401 430	B0BLCTH9TZ Mr. Pen Kneaded Erasers -	
HOME		NX	1	3683	Amazon	12/31/2025	\$27.99	98358	E 01 001 216 000 401 430	B07YNT6GLDStock Your Home 9-Inch Pap	
HOME		NX	1	3683	Amazon	12/31/2025	\$9.49	98358	E 01 001 216 000 401 430	B09H2S77JG Temede 12-Count Cellulose	
HOME		NX	1	3683	Amazon	12/31/2025	\$0.00	98358	E 01 001 216 000 401 430	B0DFYCNQ53Renaiss Enchanted Forest I	
HOME		NX	1	3683	Amazon	12/31/2025	\$14.24	98359	E 01 020 301 000 000 430	head gasket	
HOME		NX	1	3683	Amazon	12/31/2025	\$6.89	98359	E 01 020 301 000 000 430	valve cover gasket	
HOME		NX	1	3683	Amazon	12/31/2025	\$13.39	98359	E 01 020 301 000 000 430	sparkplugs	
HOME		NX	1	3683	Amazon	12/31/2025	\$33.99	98359	E 01 020 301 000 000 430	sparkplugs	
HOME		NX	1	3683	Amazon	12/31/2025	\$24.99	98359	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	12/31/2025	\$21.99	98359	E 01 020 301 000 000 430	Carb Kit	
HOME		NX	1	3683	Amazon	12/31/2025	\$0.00	98359	E 01 020 301 000 830 433	Computer repair	
HOME		NX	1	3683	Amazon	12/31/2025	\$38.76	98359	E 01 020 301 000 830 433	screws	
HOME		NX	1	3683	Amazon	12/31/2025	\$62.04	98359	E 01 020 301 000 830 433	screws	
HOME		NX	1	3683	Amazon	12/31/2025	\$0.00	98359	E 01 020 301 000 000 430	air filter	
HOME		NX	1	3683	Amazon	12/31/2025	\$16.98	98359	E 01 020 301 000 000 430	carburetor	
HOME		NX	1	3683	Amazon	12/31/2025	\$29.90	98360	E 01 020 301 000 000 430	resistor cap	
HOME		NX	1	3683	Amazon	12/31/2025	\$6.99	98360	E 01 020 301 000 000 430	air filter	
HOME		NX	1	3683	Amazon	12/31/2025	\$33.98	98360	E 01 020 301 000 000 430	carburetor	
HOME		NX	1	3683	Amazon	12/31/2025	\$15.28	98360	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	12/31/2025	\$43.95	98360	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	12/31/2025	\$9.20	98361	E 04 005 505 000 321 401	Community Ed Clipboards	
HOME		NX	1	3683	Amazon	12/31/2025	\$132.99	98362	E 02 005 770 000 701 401	Kitchen Supplies - Food service	
HOME		NX	1	3683	Amazon	12/31/2025	\$71.20	98363	E 01 005 630 257 302 555	Tech Supplies and Equipment - cable, prc	

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 12/19/2025-1/22/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	3683	Amazon	12/31/2025	\$1,392.06	98364	E 01 005 630 257 302 555	Tech Supplies and Equipment - cable, prc
HOME		NX	1	3683	Amazon	12/31/2025	\$102.57	98365	E 01 020 810 000 000 401	Shade replacements
HOME		NX	1	3683	Amazon	12/31/2025	\$19.99	98366	E 01 020 810 000 000 401	Custodial Supplies
HOME		NX	1	3683	Amazon	12/31/2025	\$90.34	98367	E 01 020 810 000 000 401	Custodial Supplies
HOME		NX	1	3683	Amazon	12/31/2025	\$174.20	98368	E 01 020 810 000 000 401	Custodial Supplies
HOME		NX	1	3683	Amazon	12/31/2025	\$20.97	98369	E 01 005 110 000 000 401	District Office Supplies
HOME		NX	1	3683	Amazon	12/31/2025	\$189.33	98370	E 01 020 718 000 342 401	Nursing supplies
HOME		NX	1	3683	Amazon	12/31/2025	\$347.67	98371	E 01 020 301 000 000 430	Carb kits, straps, sharpener, d rings
HOME		NX	1	3683	Amazon	12/31/2025	\$24.99	98372	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	12/31/2025	\$44.46	98372	E 01 020 301 000 000 430	rivets
HOME		NX	1	3683	Amazon	12/31/2025	\$139.00	98353	E 01 005 110 000 000 401	white const paper
HOME		NX	1	3683	Amazon	12/31/2025	\$58.80	98353	E 01 005 110 000 000 401	black const paper
HOME		NX	1	3683	Amazon	12/31/2025	\$36.48	98354	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	12/31/2025	\$53.00	98354	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	12/31/2025	\$18.77	98354	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	3683	Amazon	12/31/2025	\$33.98	98354	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	1022	MN DEPT. OF REVENUE	01/21/2026	\$246.00	98276	B 01 212 000	Sales Tax
HOME		NX	1	1022	MN DEPT. OF REVENUE	01/21/2026	(\$0.45)	98276	B 01 212 000	Rounding
HOME		NX	1	1022	MN DEPT. OF REVENUE	01/21/2026	\$0.45	98276	E 01 005 110 000 000 305	Rounding
HOME		NX	1	6069	UMB Bank, N.A.	01/21/2026	\$635,000.00	98373	E 07 005 920 000 000 710	2024 A Bond Payment - Principal
HOME		NX	1	6069	UMB Bank, N.A.	01/21/2026	\$984,875.00	98373	E 07 005 910 000 000 720	2024 A Bond Payment - Interest

Check Total: \$1,827,934.69

Bank HOME Total: \$1,827,934.69

Report Total: \$1,827,934.69

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53790	CH	1	6204	Titan Environmental	02/25/2026	\$41,044.00	98725	E 06 005 870 000 000 305	Construction Olivia School	
Check Total:							\$41,044.00				
HOME	53791	CH	1	4759	AMERICAN RED CROSS	02/25/2026	\$315.00	98742	E 05 005 120 000 000 305	Annual Fee for Learn to Swim	
Check Total:							\$315.00				
HOME	53792	CH	1	6300	ASPI Solutions, Inc.	02/25/2026	\$1,499.00	98740	E 01 020 292 000 000 401	BOUND Pro Onboarding 1@1499.00	
HOME	53792	CH	1	6300	ASPI Solutions, Inc.	02/25/2026	(\$899.40)	98740	E 01 020 292 000 000 401	Services: Discounts 60% @899.40	
Check Total:							\$599.60				
HOME	53793	CH	1	6074	Baker Tilly Muncpal Advisors, LLC	02/25/2026	\$5,775.00	98756	E 06 005 870 000 000 305	BOLD Monitoring Bond- Project Monitoring	
Check Total:							\$5,775.00				
HOME	53794	CH	1	6175	Blair Miller	02/25/2026	\$130.00	98757	E 01 020 294 974 000 305	2/27 BBB Official	
Check Total:							\$130.00				
HOME	53795	CH	1	3615	BSN SPORTS, LLC	02/25/2026	\$3,885.00	98754	E 01 020 294 974 000 401	Basketball backboard-reim by boosters	
HOME	53795	CH	1	3615	BSN SPORTS, LLC	02/25/2026	\$9,699.00	98752	E 01 020 292 000 302 530	American Platform Lifting Platforms	
HOME	53795	CH	1	3615	BSN SPORTS, LLC	02/25/2026	\$2,022.76	98753	E 01 020 296 980 000 305	Softball Pants	
HOME	53795	CH	1	3615	BSN SPORTS, LLC	02/25/2026	\$130.00	98755	E 01 020 292 969 000 401	Volleyball libero top	
Check Total:							\$15,736.76				
HOME	53796	CH	1	00061	CHAPPELL CENTRAL	02/25/2026	\$669.36	98749	E 01 020 810 000 000 350	129039 Repaired pipe outside of science r	
HOME	53796	CH	1	00061	CHAPPELL CENTRAL	02/25/2026	\$318.97	98747	E 01 020 810 000 000 350	129024 Fixed leaking condensate pipe in t	
HOME	53796	CH	1	00061	CHAPPELL CENTRAL	02/25/2026	\$188.00	98748	E 01 020 810 000 000 350	129038 Steam trap leaking in band room, c	
HOME	53796	CH	1	00061	CHAPPELL CENTRAL	02/25/2026	\$189.00	98746	E 01 020 810 000 000 350	129017 Band Room steam trap repair.	
Check Total:							\$1,365.33				
HOME	53797	CH	1	5381	DUFAULT PUBLISHING INC	02/25/2026	\$468.05	98732	E 01 020 211 600 000 401	Diploma Covers	
HOME	53797	CH	1	5381	DUFAULT PUBLISHING INC	02/25/2026	\$54.80	98732	E 01 020 211 600 000 401	shipping	
Check Total:							\$522.85				
HOME	53798	CH	1	02205	ECOLAB PEST ELIMINATION DIVISION, IN	02/25/2026	\$152.82	98735	E 01 015 050 000 000 401	pest control	
Check Total:							\$152.82				
HOME	53799	CH	1	5484	EDEN PRAIRIE SCHOOLS	02/25/2026	\$100.00	98769	E 01 020 294 975 000 369	1/10 Wrestling Entry Fee	
Check Total:							\$100.00				
HOME	53800	CH	1	1128	ELECTRO WATCHMAN INC	02/25/2026	\$89.85	98743	E 01 005 865 000 363 305	Fire Alarm Monitoring Olivia	
HOME	53800	CH	1	1128	ELECTRO WATCHMAN INC	02/25/2026	\$90.00	98743	E 01 005 865 000 363 305	Fire Alarm Monitoring Bird Island	
Check Total:							\$179.85				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53801	CH	1	6295	Erin Flann	02/25/2026	\$300.00	98750	E 01 020 292 964 000 401	12/20 Dance Athletic Trainer	
Check Total:							\$300.00				
HOME	53802	CH	1	5994	KIM WEGNER	02/25/2026	\$130.00	98759	E 01 020 294 974 000 305	2/27 BBB	
Check Total:							\$130.00				
HOME	53803	CH	1	5214	MAC'S HARDWARE	02/25/2026	\$1.19	98736	E 01 020 810 000 000 401	905470 bulk fastners	
HOME	53803	CH	1	5214	MAC'S HARDWARE	02/25/2026	\$18.78	98737	E 21 020 292 921 301 401	905498 pvc pipe, adhesive	
HOME	53803	CH	1	5214	MAC'S HARDWARE	02/25/2026	\$3.24	98738	E 01 020 810 000 000 401	905524 screws, washers	
HOME	53803	CH	1	5214	MAC'S HARDWARE	02/25/2026	\$15.98	98739	E 01 020 810 000 000 401	905536 drill bits	
Check Total:							\$39.19				
HOME	53804	CH	1	1883	MARCO TECHNOLOGIES, LLC	02/25/2026	\$57.50	98734	E 01 005 110 000 000 305	shred service	
Check Total:							\$57.50				
HOME	53805	CH	1	2478	MN FFA	02/25/2026	\$330.00	98751	E 21 020 298 902 301 401	Winter Leadership Summit fee	
Check Total:							\$330.00				
HOME	53806	CH	1	5835	NAPA Auto Parts	02/25/2026	\$13.98	98727	E 01 020 301 000 000 430	793831 spark plug	
HOME	53806	CH	1	5835	NAPA Auto Parts	02/25/2026	\$35.96	98729	E 01 020 301 000 000 430	794309 Sparkplugs	
HOME	53806	CH	1	5835	NAPA Auto Parts	02/25/2026	\$19.98	98730	E 01 020 301 000 000 430	794092 antifreeze	
HOME	53806	CH	1	5835	NAPA Auto Parts	02/25/2026	\$15.67	98726	E 01 020 301 000 000 430	793922 engine cylinder	
HOME	53806	CH	1	5835	NAPA Auto Parts	02/25/2026	\$57.99	98728	E 01 020 301 000 000 430	794635 battery	
HOME	53806	CH	1	5835	NAPA Auto Parts	02/25/2026	\$0.85	98728	E 01 020 301 000 000 430	794635 light bulb	
HOME	53806	CH	1	5835	NAPA Auto Parts	02/25/2026	\$0.80	98728	E 01 020 301 000 000 430	794635 fuses	
Check Total:							\$145.23				
HOME	53807	CH	1	4185	NISSEN'S DAIRY DELIVERY	02/25/2026	\$1,156.15	98766	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
HOME	53807	CH	1	4185	NISSEN'S DAIRY DELIVERY	02/25/2026	\$1,297.85	98767	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
Check Total:							\$2,454.00				
HOME	53808	CH	1	5434	Osakis Public School	02/25/2026	\$100.00	98768	E 01 020 294 975 000 369	Girls Wrestling Entry Fee	
Check Total:							\$100.00				
HOME	53809	CH	1	1887	PITNEY BOWES PURCHASE POWER	02/25/2026	\$615.75	98731	E 01 005 110 000 000 329	Postage, Activity charge	
Check Total:							\$615.75				
HOME	53810	CH	1	6164	RICK MCLAIN	02/25/2026	\$130.00	98758	E 01 020 294 974 000 305	2/27 BBB Official	
Check Total:							\$130.00				
HOME	53811	CH	1	5513	SOUTHWEST METRO -DEAN LAKES EDU	02/25/2026	\$833.91	98760	E 01 998 211 000 000 390	Carver City Jail FY 26 Tuition Billing 2nd Q	
Check Total:							\$833.91				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53812	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	02/25/2026	\$122,263.85	98733	E 01 005 760 000 720 360	February Routes	
HOME	53812	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	02/25/2026	\$11,945.10	98733	E 01 005 760 000 720 360	Jan/Feb Extra Curricular	
HOME	53812	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	02/25/2026	\$0.00	98733	E 01 005 760 000 720 441	January Fuel - Gas	
HOME	53812	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	02/25/2026	\$563.16	98733	E 01 005 760 000 720 441	January Fuel - Diesel	
Check Total:							\$134,772.11				
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$10,090.75	98761	E 01 005 210 000 514 304	Technology Support	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$586.65	98761	E 01 005 630 257 302 305	Cybersecurity Service	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$10,000.00	98762	E 01 005 110 000 000 305	Business Management - Payroll/Finance	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$51.17	98765	E 01 005 110 000 000 305	ALC Windom 24/25 Clean up billing	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$10,072.25	98764	E 01 005 404 000 740 396	Occupational Therapy-Neubauer, Lara	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$6,529.19	98764	E 01 005 404 000 740 396	Physical Therapy-Flann, Erin	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$2,219.92	98764	E 01 005 404 000 740 397	Physical Therapy-Flann, Erin	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$1,209.63	98764	E 01 005 404 000 740 366	Physical Therapy-Flann, Erin	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$3,610.00	98764	E 01 005 420 000 740 396	School Psychologist J. Nelson	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$478.35	98764	E 01 005 408 000 740 396	Behavior Analyst - Salary - S. Kreuter	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$162.64	98764	E 01 005 408 000 740 397	Behavior Analyst - Benefits - S. Kreuter	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$671.51	98764	E 01 005 408 000 740 366	Behavior Analyst - Other - S. Kreuter	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$20,168.25	98764	E 01 005 401 000 740 396	Speech/Lang Pathologist - Salary - L Buckl	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$1,274.00	98764	E 01 005 405 000 740 396	Deaf/HOH - Salary - R Schultz	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$389.75	98764	E 01 005 406 000 740 396	Visually Impaired-Olson, K.	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$4,570.79	98764	E 01 005 400 000 000 396	Mental Health Service - A. Meyer	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$1,554.06	98764	E 01 005 400 000 000 397	Mental Health Service - A. Meyer	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$2,625.15	98764	E 01 005 400 000 000 366	Mental Health Service - A. Meyer	
HOME	53813	CH	1	00113	SW/WC SERVICE COOP	02/25/2026	\$714.43	98763	E 01 005 400 000 372 405	MA Forms Billing	
Check Total:							\$76,978.49				
HOME	53814	CH	1	3282	THE MCDOWELL AGENCY, INC	02/25/2026	\$45.10	98744	E 01 005 110 000 000 305	-1 Background checks	
HOME	53814	CH	1	3282	THE MCDOWELL AGENCY, INC	02/25/2026	\$270.60	98745	E 01 005 110 000 000 305	163733 Background checks	
Check Total:							\$315.70				
HOME	53815	CH	1	6189	UHL Company	02/25/2026	\$1,241.00	98741	E 01 005 865 000 380 350	BOLD School	
Check Total:							\$1,241.00				
HOME	53816	CH	1	00063	AFLAC	02/27/2026	\$1,603.27	98770	B 01 215 031	AFLAC, Mn Mut, NCPERS, HoraceMannLif	
Check Total:							\$1,603.27				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53817	CH	1	01474	BOLD EDUCATION ASSOCIATION	02/27/2026	\$2,473.80	98774	B 01 215 040	B.O.L.D. Ed Asso Dues
							Check Total:	\$2,473.80		
HOME	53818	CH	1	4924	F&M BANK MINNESOTA	02/27/2026	\$30.00	98787	B 01 215 028	Payroll Deductions - HSA
							Check Total:	\$30.00		
HOME	53819	CH	1	5552	Greater Community Credit Union	02/27/2026	\$100.00	98782	B 01 215 028	Payroll Deductions - HSA
							Check Total:	\$100.00		
HOME	53820	CH	1	2812	HOMETOWN BANK	02/27/2026	\$876.17	98781	B 01 215 028	Payroll Deductions - HSA
							Check Total:	\$876.17		
HOME	53821	CH	1	4158	KENSINGTON BANK	02/27/2026	\$75.00	98785	B 01 215 028	Payroll Deductions - HSA
							Check Total:	\$75.00		
HOME	53822	CH	1	5963	Magnifi Financial	02/27/2026	\$75.00	98784	B 01 215 028	Payroll Deductions - HSA
							Check Total:	\$75.00		
HOME	53823	CH	1	5581	Mid Country Bank	02/27/2026	\$210.00	98783	B 01 215 028	Payroll Deductions - HSA
							Check Total:	\$210.00		
HOME	53824	CH	1	02290	MN COUNCIL 65 AFSCME	02/27/2026	\$504.12	98771	B 01 215 044	Union Dues
							Check Total:	\$504.12		
HOME	53825	CH	1	6247	UMB HSA	02/27/2026	\$518.75	98786	B 01 215 028	Payroll Deductions - HSA
							Check Total:	\$518.75		
HOME	53826	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	02/27/2026	\$15.00	98792	B 01 215 000	Payroll Deductions
							Check Total:	\$15.00		
HOME	53827	CH	1	00061	CHAPPELL CENTRAL	03/05/2026	\$1,744.76	98795	E 01 020 810 000 000 350	129371 Repaired sump pump line that wa
							Check Total:	\$1,744.76		
HOME	53828	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$9.32	98817	E 02 005 770 000 701 330	utilities
HOME	53828	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$177.03	98817	E 01 020 810 000 000 330	utilities
							Check Total:	\$186.35		
HOME	53829	CH	1	4927	CITY OF REDWOOD FALLS PARKS & RE	03/05/2026	\$75.00	98793	E 04 005 580 000 325 366	ECFE Fieldhouse Rental
							Check Total:	\$75.00		
HOME	53830	CH	1	4471	CMF TREE SERVICE	03/05/2026	\$612.26	98799	E 01 020 810 000 000 332	20 yd roll off, landfill fee
							Check Total:	\$612.26		
HOME	53831	CH	1	4477	EDUCATORS BENEFIT CONSULTANTS, L	03/05/2026	\$70.25	98816	E 01 005 160 000 000 305	ACS TPA Monthly Fee
							Check Total:	\$70.25		

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53832	CH	1	5798	Gophermods, LLC	03/05/2026	\$379.00	98805	E 01 005 630 257 000 352	MacBook repairs
Check Total:								\$379.00		
HOME	53833	CH	1	02203	HILLYARD Inc.	03/05/2026	\$177.18	98800	E 01 020 810 000 000 401	90055094 Detergent
HOME	53833	CH	1	02203	HILLYARD Inc.	03/05/2026	\$90.39	98802	E 01 020 810 000 000 401	90046964 orange pumice hand cleaner
HOME	53833	CH	1	02203	HILLYARD Inc.	03/05/2026	\$697.90	98801	E 01 020 810 000 000 401	90052008 33gal. 60gal. liners
Check Total:								\$965.47		
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$456.92	98837	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$24.32	98838	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$812.94	98820	E 02 005 770 000 705 490	SY - Breakfast
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$48.00	98835	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$118.14	98826	E 02 005 770 000 705 490	SY - Breakfast
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$795.99	98827	E 02 005 770 000 705 490	SY - Breakfast
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$1,414.53	98828	E 02 005 770 000 701 490	SY - Lunch
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$82.55	98829	E 02 005 770 000 701 490	SY - Lunch
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$2,445.06	98830	E 02 005 770 000 701 490	SY - Lunch
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$3,724.33	98831	E 02 005 770 000 701 490	SY - Lunch
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$203.20	98832	E 02 005 770 000 701 490	SY - Lunch
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	(\$12.70)	98833	E 02 005 770 000 701 401	CREDIT - DAMAGE
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	(\$49.15)	98834	E 02 005 770 000 701 401	CREDIT - DAMAGE
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$621.94	98825	E 02 005 770 000 705 490	SY - Breakfast
HOME	53834	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/05/2026	\$263.39	98836	E 02 005 770 000 701 401	SY - SUPPLIES
Check Total:								\$10,949.46		
HOME	53835	CH	1	00453	J. W. PEPPER & SON, INC	03/05/2026	\$3.00	98803	E 01 015 258 233 000 430	10521932E - Neverland - Extra Part - Perc
HOME	53835	CH	1	00453	J. W. PEPPER & SON, INC	03/05/2026	\$52.90	98794	E 01 015 258 231 000 430	10343500E Over the Rainbow
Check Total:								\$55.90		
HOME	53836	CH	1	6109	LAKELAND MEDIA	03/05/2026	\$204.93	98798	E 01 005 110 000 000 380	advertising
Check Total:								\$204.93		
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$32.53	98814	E 01 020 810 000 000 401	905704 qwik cap, tube cap, misc
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$7.88	98809	E 01 020 810 000 000 401	905606 fastners
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$132.88	98813	E 01 020 810 000 000 401	905673 Supplies for BI, Olivia
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$49.99	98810	E 01 005 110 000 000 401	905646 sockets
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$51.96	98811	E 01 020 810 000 000 350	905626 caulk (for cafeteria)
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$69.96	98808	E 21 020 292 921 301 401	905601 pliers, air blow gun kit, etc

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$10.65	98812	E 01 020 810 000 000 401	905676 fastners
HOME	53837	CH	1	5214	MAC'S HARDWARE	03/05/2026	\$214.99	98815	E 01 005 110 000 000 401	905717 Tool Combo Kit/ Impact Driver bts
Check Total:								\$570.84		
HOME	53838	CH	1	6154	Minnesota West Community and Technicæ	03/05/2026	\$6,000.00	98804	E 01 020 211 020 000 305	Spring REACH: History1102, STSK 1110
Check Total:								\$6,000.00		
HOME	53839	CH	1	4185	NISSEN'S DAIRY DELIVERY	03/05/2026	\$927.45	98821	E 02 005 770 000 701 495	Olivia-Lunch-Milk
Check Total:								\$927.45		
HOME	53840	CH	1	00089	OLIVIA TIRE & SERVICE INC.	03/05/2026	\$135.00	98807	E 01 005 850 000 302 530	Tire repair, tube- skidloader
Check Total:								\$135.00		
HOME	53841	CH	1	00765	PAN-0-GOLD BAKING CO	03/05/2026	\$278.28	98824	E 02 005 770 000 701 490	Bread
HOME	53841	CH	1	00765	PAN-0-GOLD BAKING CO	03/05/2026	\$85.56	98822	E 02 005 770 000 701 490	Bread
HOME	53841	CH	1	00765	PAN-0-GOLD BAKING CO	03/05/2026	\$95.40	98823	E 02 005 770 000 701 490	Bread
Check Total:								\$459.24		
HOME	53842	CH	1	3836	REGION 2A	03/05/2026	\$2,080.00	98818	R 01 020 296 978 000 060	GBB 2.23
HOME	53842	CH	1	3836	REGION 2A	03/05/2026	\$1,200.00	98819	R 01 020 294 976 000 060	Admission/Gate-Section 2A
Check Total:								\$3,280.00		
HOME	53843	CH	1	02219	SHEEHAN'S GAS CO	03/05/2026	\$9,381.28	98797	E 01 015 810 000 000 440	monthly meter, refill
Check Total:								\$9,381.28		
HOME	53844	CH	1	3731	SUMMIT FIRE PROTECTION	03/05/2026	\$1,035.00	98806	E 01 005 865 000 363 305	Service call: Leaking sprinkler pipe in the r
Check Total:								\$1,035.00		
HOME	53845	CH	1	3282	THE MCDOWELL AGENCY, INC	03/05/2026	\$245.50	98796	E 01 005 110 000 000 305	Background checks
Check Total:								\$245.50		
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$124.06	98841	E 02 005 770 000 701 330	utilities
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$2,357.17	98841	E 01 020 810 000 000 330	utilities
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$694.97	98842	E 02 005 770 000 701 330	utilities
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$13,204.36	98842	E 01 020 810 000 000 330	utilities
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$5.57	98839	E 02 005 770 000 701 330	utilities
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$105.92	98839	E 01 020 810 000 000 330	utilities
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$2.39	98840	E 02 005 770 000 701 330	utilities
HOME	53846	CH	1	00435	CITY OF OLIVIA	03/05/2026	\$45.49	98840	E 01 020 810 000 000 330	utilities
Check Total:								\$16,539.93		

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53848	CH	1	5554	MN Public Employees Insurance Program	03/10/2026	\$43,515.74	98852	B 01 215 030	BCBS-Payroll Deductions	
Check Total:							\$43,515.74				
HOME	53849	CH	1	3836	REGION 2A	03/10/2026	\$630.00	98853	R 01 020 296 978 000 060	GBB 2.23	
Check Total:							\$630.00				
HOME	53850	CH	1	01474	BOLD EDUCATION ASSOCIATION	03/13/2026	\$2,473.80	98857	B 01 215 040	B.O.L.D. Ed Asso Dues	
Check Total:							\$2,473.80				
HOME	53851	CH	1	4924	F&M BANK MINNESOTA	03/13/2026	\$30.00	98870	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$30.00				
HOME	53852	CH	1	5552	Greater Community Credit Union	03/13/2026	\$100.00	98865	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$100.00				
HOME	53853	CH	1	2812	HOMETOWN BANK	03/13/2026	\$876.17	98864	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$876.17				
HOME	53854	CH	1	4158	KENSINGTON BANK	03/13/2026	\$75.00	98868	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	53855	CH	1	5963	Magnifi Financial	03/13/2026	\$75.00	98867	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	53856	CH	1	5581	Mid Country Bank	03/13/2026	\$210.00	98866	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$210.00				
HOME	53857	CH	1	02290	MN COUNCIL 65 AFSCME	03/13/2026	\$473.73	98854	B 01 215 044	Union Dues	
Check Total:							\$473.73				
HOME	53858	CH	1	6247	UMB HSA	03/13/2026	\$518.75	98869	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$518.75				
HOME	53859	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	03/13/2026	\$15.00	98875	B 01 215 000	Payroll Deductions	
Check Total:							\$15.00				
HOME	53860	CH	1	6303	1800 TShirts	03/19/2026	\$522.18	98880	E 21 020 298 902 301 401	TShirts	
Check Total:							\$522.18				
HOME	53861	CH	1	3615	BSN SPORTS, LLC	03/19/2026	\$359.97	98888	E 01 020 292 964 000 401	Athletic Tape	
Check Total:							\$359.97				
HOME	53862	CH	1	00887	CITY OF BIRD ISLAND	03/19/2026	\$128.45	98891	E 01 015 810 000 000 330	utilities	
Check Total:							\$128.45				
HOME	53863	CH	1	6296	Culligan of Olivia	03/19/2026	\$535.00	98897	E 01 020 810 000 000 401	salt, bottled water, cooler rental	
Check Total:							\$535.00				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53864	CH	1	5874	ECKROTH MUSIC CO.	03/19/2026	\$159.00	98876	E 01 020 258 233 000 350	Jupiter Baritone Saxophone Repair - Play (
Check Total:								\$159.00			
HOME	53865	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF REI	03/19/2026	\$129.12	98886	E 01 005 760 000 733 442	vehicle supplies	
Check Total:								\$129.12			
HOME	53866	CH	1	6196	FLORIDA FRUIT ASSOCIATION	03/19/2026	\$3,375.00	98879	E 21 020 298 902 301 401	Strawberry Fundraiser	
Check Total:								\$3,375.00			
HOME	53867	CH	1	6304	Heather Bickford	03/19/2026	\$80.00	98889	E 01 020 296 980 000 305	Participation fee refund for JH Softball	
Check Total:								\$80.00			
HOME	53868	CH	1	02203	HILLYARD Inc.	03/19/2026	\$1,389.40	98881	E 01 020 810 000 000 401	90069379 towel rolls	
HOME	53868	CH	1	02203	HILLYARD Inc.	03/19/2026	\$444.41	98890	E 02 005 770 000 701 401	Kitchen supply - detergent and rinse aid	
Check Total:								\$1,833.81			
HOME	53869	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	03/19/2026	\$439.00	98877	E 01 020 211 000 000 401	10 cases of copy paper	
HOME	53869	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	03/19/2026	\$439.00	98877	E 01 015 200 000 000 401	10 cases of copy paper	
Check Total:								\$878.00			
HOME	53870	CH	1	4855	INTERMEDIATE DISTRICT 287	03/19/2026	\$786.60	98882	E 01 020 211 041 303 390	FY 25-26 Care and Treatment Mid-Yr. Billir	
Check Total:								\$786.60			
HOME	53871	CH	1	00334	KONE CHICAGO	03/19/2026	\$941.40	98884	E 01 005 860 000 347 305	BI and Olivia maitenance (elevator)	
Check Total:								\$941.40			
HOME	53872	CH	1	3333	McCONE FOODS, INC.	03/19/2026	\$498.00	98878	E 21 020 298 902 301 401	Invoice #5281 Herring/Popcorn FFA	
Check Total:								\$498.00			
HOME	53873	CH	1	02706	MN DEPT. OF PUBLIC SAFETY	03/19/2026	\$25.00	98883	E 01 005 865 000 347 305	Hazardous Chemical Inventory Fee	
Check Total:								\$25.00			
HOME	53874	CH	1	5991	MSBA	03/19/2026	\$210.00	98885	E 01 005 010 000 000 366	Officers Workshop (Peppel)	
HOME	53874	CH	1	5991	MSBA	03/19/2026	\$210.00	98885	E 01 005 010 000 000 366	Officers Workshop (Clouse)	
Check Total:								\$420.00			
HOME	53875	CH	1	4185	NISSEN'S DAIRY DELIVERY	03/19/2026	\$1,059.55	98892	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
HOME	53875	CH	1	4185	NISSEN'S DAIRY DELIVERY	03/19/2026	\$1,083.70	98893	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
Check Total:								\$2,143.25			
HOME	53876	CH	1	1925	PITNEY BOWES GLOBAL FINANCIAL SEF	03/19/2026	\$564.00	98896	E 01 005 110 000 000 370	Mailing System lease	
Check Total:								\$564.00			
HOME	53877	CH	1	2196	RENCO PUBLISHING, INC.	03/19/2026	\$816.01	98887	E 01 005 110 000 000 380	advertising	
Check Total:								\$816.01			

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 02/20/2026-03/19/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53878	CH	1	02546	WEST CENTRAL SANITATION	03/19/2026	\$738.80	98894	E 01 015 810 000 000 332	sanitation services BI	
HOME	53878	CH	1	02546	WEST CENTRAL SANITATION	03/19/2026	\$614.39	98895	E 01 015 810 000 000 332	sanitation services BI	
Check Total:							\$1,353.19				
Bank HOME Total:							\$409,203.99				
REFC	5276	CH	1	00061	CHAPPELL CENTRAL	02/23/2026	\$13,049.19	98720	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additor	
Check Total:							\$13,049.19				
REFC	5277	CH	1	6193	Commercial Drywall, Inc.	02/23/2026	\$74,855.25	98717	E 06 005 870 000 000 530	BOLD BP02 Olivia and Bird Island Additon	
Check Total:							\$74,855.25				
REFC	5278	CH	1	6167	FORD METRO , Inc.	02/23/2026	\$56,425.24	98716	E 06 005 870 000 000 305	BOLD BP02 Olivia and BI Additions and Re	
Check Total:							\$56,425.24				
REFC	5279	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	02/23/2026	\$96,964.12	98723	E 06 005 870 000 000 530	Furniture: New Construction	
Check Total:							\$96,964.12				
REFC	5280	CH	1	3611	JOHNSON CONTROLS BUILDING SOLUTI	02/23/2026	\$18,062.18	98722	E 06 005 870 000 000 530	App 5 Project: School District Olivia Bird Is	
Check Total:							\$18,062.18				
REFC	5281	CH	1	6210	Lakeside Construction& Masonry	02/23/2026	\$10,687.50	98715	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additor	
Check Total:							\$10,687.50				
REFC	5282	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	02/23/2026	\$51,490.00	98719	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additor	
Check Total:							\$51,490.00				
REFC	5283	CH	1	5040	MCDOWALL COMPANY	02/23/2026	\$19,023.27	98721	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additor	
Check Total:							\$19,023.27				
REFC	5284	CH	1	6054	Nexus Solutions LLC	02/23/2026	\$127,389.88	98713	E 06 005 870 000 000 305	Project Development, Program Managemer	
Check Total:							\$127,389.88				
REFC	5285	CH	1	3995	RAPIDS FOODSERVICE CONTRACT & DE	02/23/2026	\$8,622.22	98718	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additor	
Check Total:							\$8,622.22				
REFC	5286	CH	1	6118	Robert W. Carlstrom Co., Inc	02/23/2026	\$67,498.64	98714	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additon:	
Check Total:							\$67,498.64				
Bank REFC Total:							\$544,067.49				
Report Total:							\$953,271.48				

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Operating Cash Balance
2/28/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Citizens Alliance Bank, Lake Lillian Branch	ISD #2534 Bold Public School	Money Market - MMDA	471224	0.70%	\$256,859.92
		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%	\$9,897.67
		Lentz Music Department	2426	3.04%	\$8,041.90
		Lentz Scholarships	2440	3.04%	\$31,225.35
		Money Market	202000939	0.25%	\$394,251.42
		IntraFi Cash for premium checking	282	3.00%	\$3,955,516.79
		Value Checking (Petty Cash)	2300846	0.00%	\$166.13
		Premium Checking	2701282	3.04%	(\$379,846.06)
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,286.11
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,439.01
		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%	\$5,225.44
		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					\$4,434,904.92

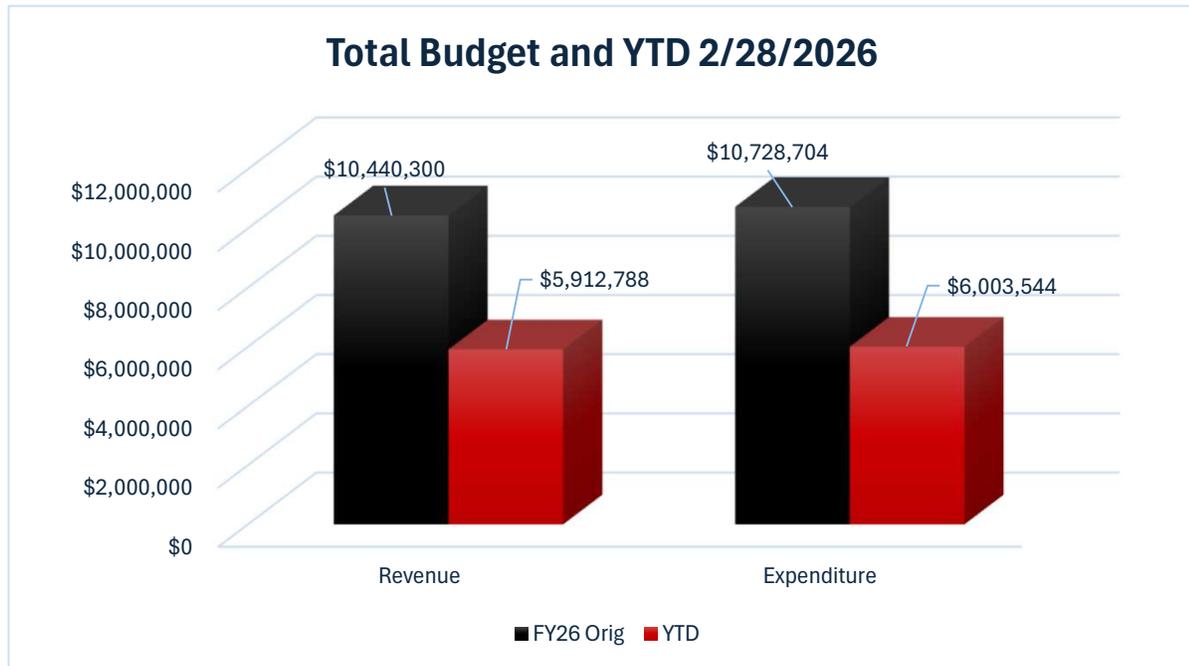
Fund Summary:

District Funds	\$ 4,229,443.68
Trust Funds	<u>\$ 205,461.24</u>
Total	<u>\$ 4,434,904.92</u>

BOLD ISD #2534
Monthly Operating Budget Report February 28, 2026

	<u>Revenue</u>		<u>Expense</u>	
FY26 Original	\$10,440,300		\$10,728,704	
Month Ending:		<u>% of Total FY25 ORIG</u>		<u>% of Total FY25 ORIG</u>
7/31/2025*	\$60,743	0.6%	\$417,951	3.9%
8/31/2025*	\$998,997	9.6%	\$284,443	2.7%
9/30/2025	\$511,587	4.9%	\$852,134	7.9%
10/31/2025	\$951,868	9.1%	\$955,027	8.9%
11/30/2025	\$314,699	3.0%	\$779,924	7.3%
12/31/2025	\$1,415,235	13.6%	\$1,015,787	9.5%
1/31/2026	\$862,035	8.3%	\$648,995	6.0%
2/28/2026	\$797,624	7.6%	\$1,049,283	9.8%
3/31/2026		0.0%		0.0%
4/30/2026		0.0%		0.0%
5/31/2026		0.0%		0.0%
6/30/2026		0.0%		0.0%
Total YTD	<u>\$5,912,788</u>	<u>56.6%</u>	<u>\$6,003,544</u>	<u>55.96%</u>

* subject to change pending year end adjustments



BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Referendum Construction Cash Balance
2/28/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$518,981.19)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$790,456.70
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$15,198,809.32
Construction Balance					\$15,470,284.83

BOLD BOARD OF EDUCATION REGULAR MEETING

Monday, February 23, 2026 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
Todd Sheehan: Present
Michael Zimmerman: Present

I. Call to Order and Roll Call

Speaker(s): Chair
Peppel

Discussion: The meeting was called to order at 7:00 PM.

II. Pledge of Allegiance

III. Approval of Agenda

Action(s):

I move to approve the agenda as published in the board packet. This motion, made by Brad Aaseth and seconded by Dr. Todd Frank, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

IV. Recognition of Visitors to the School Board

V. Public Forum

VI. Consent Items

Speaker(s): Chair
Peppel

Action(s):

I move to approve the consent items of approving bill payments, minutes for the 26 January 2026 regular school board meeting, and personnel changes as published in the board packet. This motion, made by Mary Ella Clouse and seconded by Michael Zimmerman, Carried.

Voting Detail:

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

Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Of note is that there are 2 Superior checks - there was an issue with their bank when it was deposited so we worked with them to get it re-issued (aka not paid late, just correcting).

VII. Reports

VII.A. Superintendent Report

VII.B. PK-6 Principal Report

Speaker(s): Principal Krafka

VII.C. 7-12 Principal Report

Speaker(s): Principal Bodin

VII.D. Activities Report

VII.E. Community Education Report

VII.F. Food Service Director Report

Speaker(s): Margaret Fleming

VII.G. Pool Report

VII.H. Facilities Report

VII.I. School Board Committee Reports

VIII. New Business

VIII.A. Presentation by Jim Lindahl sr. Project manager for IEA

VIII.B. Annual approval requirement of MaryElla Clouse as a substitute teacher under MN statute Statute 123.B.195.

Speaker(s): Chair Peppel

Action(s):

I move to approve Member Clouse to substitute teach for the next calendar year. 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
Todd Sheehan: Yea
Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

VIII.C. Request for approval of a Spring 3 Act Play.

Speaker(s): Superintendent Tydlacka

Action(s):

I move to approve the production of a Spring 3 Act Play. This motion, made by Mary Ella Clouse and seconded by Michael Zimmerman, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.D. Third and final reading of Policy 722, Public Data and Data Subject Requests and 722.1, Public Data and Data Subject Request Form. (Attachments)

Speaker(s): Member Frank

Action(s):

I move to approve Policy 722, and request form 722.1 as presented in the board packet. This motion, made by Dr. Todd Frank 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
Todd Sheehan: Yea
Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

VIII.E. Third and final Reading of Policy 802, Disposition of Obsolete Equipment and Material. (Attachment)

Speaker(s): Member Clouse

Action(s):

I move to approve Policy 802 revisions as presented in the board packet. 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
Todd Sheehan: Yea
Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

VIII.F. First and Final reading of Policies:

- 208, Development, Adoption, and Implementation of Policies,
- 209, Code of Ethics,
- 401, Equal Employment Opportunity,
- 418, Drug-Free Workplace/Drug-Free School,
- 427, Workload Limits for Certain SPED

Speaker(s): Chair Peppel

Teachers, and

- 798, Donations for Negative Student Food Service Accounts. (Action) (Attachments)

Action(s) :

I move to approve revisions to Policy 208, Development, Adoption, and Implementation of Policies; 209, Code of Ethics; 401, Equal Employment Opportunity; 418, Drug-Free Workplace/Drug-Free School; 427, Workload Limits for Certain SPED Teachers; and 798, Donations for Negative Student Food Service Accounts. as presented in the board packet. This motion, made by Dr. Todd Frank and seconded by Michael Zimmerman, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.G. Second of three Readings of Policy 616, School District System Accountability. (Attachment) **Speaker (s) :** Member Clouse

VIII.H. Second of three Readings of Policy 621, Literacy and the READ Act. (Attachment) **Speaker (s) :** Member Clouse

VIII.I. First of three readings of Policy 211 CRIMINAL AND CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT.

VIII.J. First of three Readings for Policy 306, Administrator Code of Ethics. (Attachment) **Speaker (s) :** Member Frank

VIII.K. First of Three readings of Policy 606 Textbooks and Instructional Materials.

VIII.L. First of three readings of Policy 712 Video Recording Other Than on Buses.

VIII.M. Approve the Following Fundraiser (Action) **Speaker (s) :** Superintendent Tydlacka

Music Department: Burger Bar on Thursday, February 26, from 5:00 PM to 7:00 PM at the American Legion to support the Junior/Senior Music Trip to Walt Disney World.

Action(s) :

I move to approve the music department Burger Bar fundraiser. 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
Todd Sheehan: Yea
Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

VIII.N. Resolution for Acceptance of Gifts

Speaker(s): Chair
Peppel

Action(s):

Move to Approve the Resolution for Acceptance of Gifts. This motion, made by Michael Zimmerman 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
Todd Sheehan: Yea
Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

IX. **Upcoming dates:**

**March 23, 2026 Regular School Board Meeting,
Media Center, 7:00PM
April 27, 2026 Regular School Board Meeting,
Media Center, 7:00PM**

Speaker(s): Chair
Peppel

X. **Adjourn**

Action(s):

I move to adjourn the meeting. This motion, made by Dr. Todd Frank 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
Todd Sheehan: Yea
Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: The meeting was adjourned at 8:37 PM.

Board Secretary

March 23, 2026 Board Meeting

NEW HIRES:

1. Sarita Iverson, Sped Paraprofessional
2. Karley Mills, 5-12 Ag/Science 26-27
3. Emily Peppel, Softball Volunteer Coach

RESIGNATIONS:

1. Nadine Johnson resigned from Sped Paraprofessional and moved to full-time Custodial
- 2.

LEAVES OF ABSENCES:

1. Mary Pratt April 8, 2026
- 2.
- 3.



BOLD Public Schools

CONSTRUCTION UPDATE | March 23, 2026

BOLD SCHOOL

nexus
SOLUTIONS®



CONSTRUCTION UPDATE | March 23, 2026

Bird Island Renovations



REMODEL & DEMO AREAS

Ongoing Work

- › Demolition work has started!! This will take about a month to be fully removed

Up Next

- › Civil and vestibules built



CONSTRUCTION UPDATE | March 23, 2026

Olivia Renovations



FRONT ENTRANCE

AREA E – Ongoing

- › Sheetrock of the rooms (one sided)
- › MEP happening throughout, inspections this week
- › Roofing is water tight
- › Windows installed

AREA E – Up Next

Finishes! Tile, paint, flooring



CONSTRUCTION UPDATE | March 23, 2026

Olivia Renovations

1922 BUILDING DEMO & ADDITION

AREA D - Ongoing Work

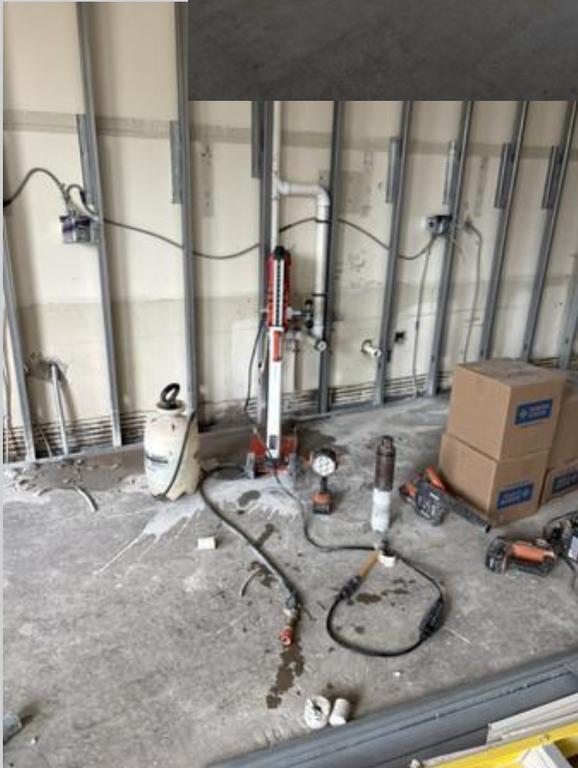
- › Survey done on existing buildings in relation to the where the new building is going.





CONSTRUCTION UPDATE | February 23, 2026

Olivia Renovations



PRE SUMMER SLAM 2026 WORK

Science Rooms

- › Framing work has begins
- › MEP Rough ins started

Concessions

- › Flooring has been abated
- › Demo of interior of space and poly over window areas.
- › Trophy cases removed

Superintendent Board Report
BOLD Public Schools
March 23, 2026

Mission Statement

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

- **Gratitude:**

- Taxpayers

- **General Updates:**

- Poets in the freshman class (Class of 2029)
- Preschoolers got a visit from cousin Clyde the Leprechaun
-

- **Legislative Updates:**

- Day at the Capitol: March 5th and the 9th
 - Attendance (kids need to be in school, not online)
 - Assessments (MCA reform)
 - Stop adding more to teachers’ plates
 - Bond ballot language
 - Legislators want relationships
 - PSEO reform
 - Discipline policies (give control back to districts)
 - SPED (cutting funding would kill school budgets)
 - CPR/AED (coaches to be required to be trained)
 - Increase Safe Schools revenue
-

- **Facilities Updates:**

- Construction
 - See attached documents
 - Construction progress
 - Bird Island building demo
 - Area E to be finished soon
 - expenditures/balance

- Just discovered that our financial oversight costs were not built into the referendum, nor was a budget line created for these expenditures.
 - \$3 M CD matures on 2/24
 - \$200 K from bond interest will go to the contingency budget
 - Will be trying to get money back from the architectural company for ambiguous plans and unidentified structural issues
 - Still springing leaks
- **Community Engagement**
 - Thursday morning coffee/tea with Mr. T
 - Book club
 - Kiwanis
 - The Register
 - Newsletter

**Superintendent Board Report
BOLD Public Schools
February 23, 2026**

Mission Statement

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

- **Gratitude:**
 - Activities Director
 - Chess Club: Parker Revier
 - Bus drivers
 - Cooks
- **General Updates:**
 - DAC (District Advisory Committee)
 - Need members (parents, community members, staff, teachers, students, board members)
 - Ensures community engagement in the review and improvement of:

- Curriculum
 - Instruction
 - Assessment
 - Student achievement
 - Duties include:
 - Recommendation of district goals
 - Analyze student achievement data
 - Advise on budget priorities tied to learning
 - Day at the Capitol: March 4-5
- **Legislative Updates:**
 - Proposed Compensatory Aid Reduction:
 - <https://mreavoice.org/compensatory-funding-formula-raises-alarm/>
 - Compensatory aid (or revenue) in education is state-provided funding for schools to support students from low-income families or those needing extra academic support. A "hold harmless" provision ensures that school districts do not experience a sudden, drastic drop in this funding due to formula changes or shifts in student counts, such as moving from free/reduced-price lunch applications to direct certification.
- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - expenditures/balance
 - Just discovered that our financial oversight costs were not built into the referendum, nor was a budget line created for these expenditures.
 - \$3 M CD matures on 2/24
 - Will be advertising for open bids for lawn care
 - Still springing leaks
- **Community Engagement**
 - Basketball, wrestling, dance, and chess club
 - Book club

Superintendent Board Report
BOLD Public Schools
January 26, 2026

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.”

- **Gratitude:**

- Superior Transportation bus drivers
- Cooks
- Bus supervisor
- OPD
- paraprofessionals

- **General Updates:**

- Abatement costs
 - Over 700K
 - Options for covering costs
- DAC (District Advisory Committee)
 - Need members (parents, community members, staff, teachers, students, board members)
 - Ensures community engagement in the review and improvement of:
 - Curriculum
 - Instruction
 - Assessment
 - Student achievement
 - Duties include:
 - Recommendation of district goals
 - Analyze student achievement data
 - Advise on budget priorities tied to learning
- Strategic planning
- Day at the Capitol: March 4-5

- **Legislative Updates:**

- MREA, MASA, MSBA, AMSD, MASE, MINNSPRA, MASPA, MACS, MASSP, MESPA, MCEA, Minnesota PTA

- As Minnesota education organizations, we write to emphasize the urgent need to reaffirm federal policies that protect student safety and ensure the stable operation of schools and other essential community institutions.

- **Facilities Updates:**

- Construction
 - See attached documents
 - Construction progress
 - expenditures/balance
- Olivia gym floor replacement is still in the conversation
 - Pole vaulting pit request
- Feasibility Study done on 1/21/26
 - The Renville County HRA/EDA (Housing and Redevelopment Authority /Economic Development Authority)has received a grant to conduct a feasibility study to evaluate health and wellness needs in our county, including facilities.
- Delays due to weather and ICE (Commercial Drywall)

- **Community Engagement**

- Renville Register
- Kiwanis Meeting
- Basketball games
- Lake Lillian visit

Superintendent Board Report
BOLD Public Schools
December 22, 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.”

- **Gratitude:**

- The staff and students for enduring the rough waters
- Olivia Medical Clinic
- BOLD Band and Choir

- **General Updates:**
 - Our facilities director now has his boiler license
 - Custodial staff is trained on the remote temperature control system
 - Disharmony over lack of communication with staff and community about what got cut from the \$60 million plan when it changed to the \$40 million plan

- **Legislative Updates:**
 - Minnesota Paid Leave starts January 1, 2026
 - [Quick Facts Link](#)
 - MREA update
 - State expenditures are surpassing revenue
 - Proposed cuts to SPED funding
 - ADSIS is on the chopping block

- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - expenditures/balance
 - Elementary classroom climates are under control
 - Pipes fixed
 - Air quality tested
 - Leak in elementary hallway is repaired
 -

- **Community Engagement**
 - Renville Register
 - Pool Board Meeting
 - Kiwanis Meeting
 - Basketball games
 - Music Concert

- **Working on**
 - Negotiating teacher and district office staff contracts
 - Negotiating individual contracts for admin. Team
 - In both cases, we are trying to balance fiscal responsibility with professional responsibility
 - Patching holes in the hull

Superintendent Board Report
BOLD Public Schools
October 27, 2025

- **Gratitude:**
 - Admin team

- **General Updates:**
 - Health and Wellness Committee Meeting
 - Robotics fundraiser
 - MSBA Conference Jan. 15-16
 - Most cameras are working in Olivia Building

- **Legislative Updates:**
 - Minnesota Paid Leave starts January 1, 2026
 - [Quick Facts Link](#)
 - [Comparison Spreadsheet](#)

- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - expenditures/balance
 - Video cameras
 - Railing for balcony aisles on the balcony in the Olivia gym
 - Stage lights working
 - BI building bathrooms will be working by showtime

- **Community Engagement**
 - Renville Register
 - Adventures with Sherri B.
 - BOLD Varsity Volleyball
 - Quarterly Newsletter

- **Working on**
 - Negotiating teacher and district office staff contracts
 - Identifying inefficiencies in our current insurance coverage

- Working with North Risk Partners
 - MN Paid Leave
 - Theft coverage is \$250,000
 - Have spent around \$30k on forensic audit so far, will be spending more as Eide Baily continues to work with OPD
- Hand rails for the balcony in the North Olivia Gym
 - Jim Wagemaker will help pay for it
 - RW Carlstrom sent us an estimate for the job at 13K
- Health and Wellness Committee Oct. 23 @ 4pm
- Academics Committee
- Strategic Plan Committee
 - MSBA
 - \$9,500 over 5 years
 - \$1,900 per year
 - \$3 per student per year
 - Internal/external surveys
 - Listening sessions
 - Students, staff, board, core admin, community
 - School board self-evaluation-start now
 - Strategic Planning-start in spring

**Superintendent Board Report
BOLD Public Schools
September 22, 2025**

- **Gratitude:**
 - Teachers
 - Kinder: Nichole Baumgartner/Susan Henriksen, 1st: Trisha Neubauer/Angela Klein, 4th Rhonda Schmiegl/Tami Steffel, 7th, hs sped, paras
 - OPD
 - Superior bus drivers

- **General Updates:**
 - Health and Wellness Committee
 - Secondary Sparsity Revenue
 - BOLD \$18K (602 ADM)
 - RCW \$140 K (503 ADM)
 - BLHS \$180K (419 ADM)

- **Legislative Updates:**
 - Minnesota Paid Leave starts January 1, 2026
 - [Quick Facts Link](#)

- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - expenditures/balance
 - Fire Alarm

- **Community Engagement**
 - FM Bank
 - Renville Register
 - BLHS Superintendent
 - Community Ed. Board meeting
 - BOLD Varsity Volleyball
 - FM Bank Mixer

- **Working on**
 - Will be negotiating teacher and district office staff contracts
 - EMC Insurance Claim/missed deadline
 - Working with Paul Johannes and Eide Bailly, our forensic auditor
 - No charges filed yet/still investigating
 - Health and Wellness Committee Oct. 9 @ 4pm
 - Academics Committee
 - Strategic Plan Committee

Superintendent Board Report
BOLD Public Schools
August 25, 2025

- **Gratitude:**
 - BOLD staff

- **General Updates:**
 - We will be ready to roll on Sept. 2nd

- **Legislative Updates:**
 - Met with Bob from MREA who made me aware of monthly calls I can join to receive legislative updates
 - Bob also encouraged the board and me to attend the MREA conference in January

- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - expenditures/balance
 - Abatement bid
 - Titan Environmental wond the bid
 - School readiness
 - Gerry got projectors/tvs in rooms
 - Custodians got pallets delivered to classrooms
 - Teachers got rooms set up
 - Principals were running around supporting everyone
 - Admin assist duantlessly worked in the sauna to assist with registrations, communications, etc.
 - Flooding
 - Parking

- **Community Engagement**
 - Hometown Bank former student Parker wants to start a chess club at BOLD
 - Paraguayan conversations with Just Coffee folk
 - Moved to Bird Island
 - Cultural Center
 - Farmer's Market

- Olivia Hospital and Clinic tour
- **Working on**
 - Will be negotiating teacher and district office staff contracts
 - EMC Insurance Claim
 - Working with Paul Johannes and Eide Bailly, our forensic auditor
 - No charges filed yet/still investigating
 - Nexus meetings/walk throughs
 - Building superintendent network
 - SWWC training
 - Back to school planning
 - Meeting staff
 - Identifying communication gaps
 - Nexus and Facilities Committee
 - Will be working with Baker Tilly and Nicole V. on budget analysis and forecasting
 - Learning from staff

**Superintendent Board Report
BOLD Public Schools
July 28, 2025**

- **Gratitude:**
 - Board members
 - District Office staff/Admin.
 - Custodial staff
 - Cooking staff
 - Migrant program staff
 - Nexus project management and crews
 - BOLD community
- **General Updates:**
 - Proposing to start school on Sept. 2nd
 - Staff need more time to prepare for students
 - Staff will still come in on the regularly scheduled date
- **Legislative Updates:**

- [Letter to House and Senate](#)
 - Title I, Part C – Migrant Education State Grants
 - Title II, Part A – Supporting Effective Instruction State Grants
 - Title III, Part A – English Language Acquisition Grants
 - Title IV, Part A – Student Support and Academic Enrichment Grants
 - Title IV, Part B – 21st Century Community Learning Centers
- **Facilities Updates:**
 - Construction
 - Staff ideas for walls in BI building
 - [Data Sheet](#)
 - See attached photos
 - Progress Update:
 - [Notes](#)
- **Community Engagement**
 - Met librarians from the 3 public libraries of BOLD
 - Met the good people of East Side Casey's
 - Met the good people of West Side Casey's
 - Met the wise old guys or old wise guys at the gas station in Lake Lillian
 - Very concerned about cell phones in schools
 - Met with the morning patrons of the Chatterbox
 - Met with morning patrons of the Shell Station in Bird Island
 - Met some guys at the Cenex station in Olivia
 - Participated in Kris Krafka's book club at Nester Park on July 16th
 - We are reading *The Anxious Generation*, by Jonathan Haidt
 - Attended the Hometown Bank Luau
 - Attended the dinner theatre
 - Attended the Corn Capital Days parade (with t shirt!)
 - Introduced myself to people at
 - B &D Market
 - ACTS thrift store
 - Hometown Bank
- **Working on**
 - Negotiated contract agreements to be sent to legal for language check
 - Paras
 - Food service

- Admin. Asst.
- Custodians
- EMC Insurance Claim
 - Working with Paul Johannes and Eide Bailly, our forensic auditor
- Nexus meetings/walk throughs
- Building superintendent network
- SWWC training
- Back to school planning
- Meeting staff
- Learning the ropes
- Identifying communication gaps
- Learning from staff

BOLD Elementary School Board Reports

[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.

March 2026 Report

<p>ACHIEVEMENT & OPPORTUNITY</p> <p>GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.</p>	<p>SAEBRS (teacher perspective) Fastbridge Results</p> <p>Growth report</p> <ul style="list-style-type: none">- Kindergarten = 92% Fall to 85% Winter- 1st Grade = 77% Fall to 78% Winter- 2nd Grade = 94% Fall to 90% Winter- 3rd Grade = 80% Fall to 84% Winter- 4th Grade = 83% Fall to 80% Winter- 5th Grade = 79% Fall to 86% Winter- 6th Grade = 76% Fall to 82% Winter <p>What are we doing about it?</p> <ul style="list-style-type: none">- Made adjustments within ADSIS plan, including increasing support in the classroom, decreasing time with students who have shown positive gains, and increasing skills practice with students who have regressed <p>aMath Fastbridge GROWTH Results</p> <ul style="list-style-type: none">- Kindergarten doesn't take aMath in the Fall- 1st Grade:<ul style="list-style-type: none">- 47% flat growth, 21% modest growth, 16% typical growth, 16% aggressive growth- 2nd Grade:<ul style="list-style-type: none">- 13% flat growth, 23% modest growth, 35% typical growth, 29% aggressive growth- 3rd Grade:<ul style="list-style-type: none">- 21% flat growth, 35% modest growth, 25% typical growth, 18% aggressive growth- 4th Grade:<ul style="list-style-type: none">- 15% flat growth, 11% modest growth, 36% typical growth, 38% aggressive growth- 5th Grade:<ul style="list-style-type: none">- 40% flat growth, 28% modest growth, 22% typical growth, 9% aggressive growth- 6th Grade:<ul style="list-style-type: none">- 54% flat growth, 25% modest growth, 15% typical growth, 6% aggressive growth <p>Book BINGO</p> <ul style="list-style-type: none">- 110 people have signed up- Postponed to March 30 <p>2026-27 Kindergarten Registration on March 18</p> <ul style="list-style-type: none">- Great turnout- Exciting to meet the next group of Kindergarteners! <p>End of Quarter 3 - March 19</p> <ul style="list-style-type: none">- Family Time on THURSDAY, March 26
--	--

RECRUITMENT & RETENTION

GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.

Culture & Climate Committee
- Surprise staff with a little treat



SAFETY & WELLNESS

GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.

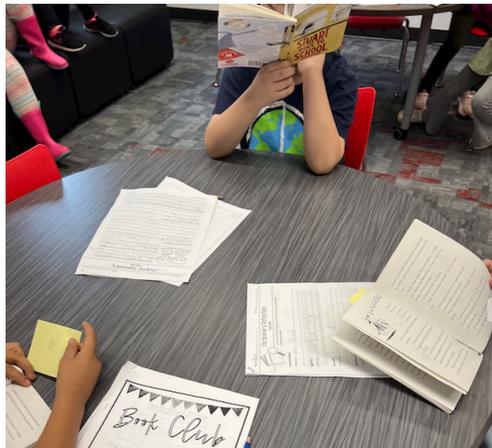
The Elementary Student Council met with Margaret
- They were very respectful and asked some great questions and had a great discussion around school lunch items, requirements, and regulations

Highlights from in and out of the classroom

Kindergarten Science - Balance



2nd Grade Book Clubs



Social Skills Lessons: K-6 grade classrooms



ENROLLMENT

Grade	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR
K	42	40	41	40	40	39	39	39
1	51	49	49	50	49	49	50	50
2	32	31	31	31	31	31	31	31
3	49	47	49	48	45	44	44	43
4	52	55	55	55	54	54	54	55
5	35	34	35	35	35	35	35	35
6	37	36	34	33	33	33	33	33
ELEM TOTAL	298	292	294	292	287	285	286	286

BOLD High School Board Report

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

Mission Statement

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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.

March 2026 Report

ACHIEVEMENT & OPPORTUNITY GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.	<ul style="list-style-type: none">❖ 📅 25-26 Attendance and Behaviors❖ Quarter 4 starts March 23❖ Senior awards ceremony, May 15 @ 8:30 a.m.❖ Restorative work❖ Listening sessions w/parents❖ MCA testing begins April 14❖ ACT at the end of April❖ Career Fair at BLHS❖ 8th grade NAEP Math Test Assessments - Mathematics NAEP
RECRUITMENT & RETENTION GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.	<ul style="list-style-type: none">★ Positions needed: Science, Math, part-time PE/Health★ Finance committee meeting
SAFETY & WELLNESS GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.	<ul style="list-style-type: none">❖ Recognized by 2bContinued in April for having grades 10-12 trained in Mental Health First Aid for Teens.❖ Shout out to Julia Church for offering the space in her classrooms for 10th grade students to do this work.
FACILITIES & MAINTENANCE GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.	<ul style="list-style-type: none">❖ Access to the office from the HS side has been fantastic!❖ New office/Secure Entrance❖ A lot of moving coming up with phy ed, band<ul style="list-style-type: none">➢ Band moving to multi-purpose room in April➢ Storage spaces

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
7		64	66	66	63	64	63	63		
8		52	58	58	55	54	53	54		
9		45	46	46	45	43	44	46		
10		56	55	54	54	54	54	53		
11		47	47	47	47	47	47	47		
12		50	50	51	50	50	48	48		
Total	300	314	322	322	314	312	309	311		

BOLD ACTIVITIES REPORT – 3/23/26

1. THANK YOU, KRAFT WALSER LAW OFFICE

- A. Each year Kraft Walser helps my office with the process of the annual renewal of the booster clubs. We appreciate the community support that we have received from them as a willing partner in a number of areas related to getting, and keeping, our booster clubs compliant with all local, state, and federal regulations over the past several years.

2. BOLD ACTIVITIES ADVISORY COMMITTEE

- A. BOLD Activities Advisory Committee met on February 25. I see this committee is a way for me to gather feedback from current student-athletes, coaches, board members, and community members so that I can be better informed with recommendations to bring to the school board. We had a very productive first meeting, and I expect to call on this group one more time before the end of the 25-26 school year. We are looking for new community members to have on the committee, so please send any suggestions for this to Tim. I will include meeting minutes from this meeting for board members to look over. Please contact me with any questions that you may have about this body.

- i. [BOLD Activity Advisory Committee Meeting Minutes from 3/23/26](#)

B. MOVE FROM IMPACT TO SWAY

- i. We have used Impact Testing as part of our concussion return to play protocol for over ten years, but the utilization of it has become more difficult recently. Several West Central Conference schools have moved from Impact Testing to SWAY. These are the only two FDA approved concussion tests. SWAY is the same price as Impact, has an easier testing set up to evaluate around 120 athletes per year and provides results to our athletic department quicker and easier. This is just one portion of the return to play protocol, but it is a component that our local medical community has requested that we keep in play, and SWAY will allow us to do more easily into the future.

C. UPDATE PRICES & FAMILY MAX

- i. Our current family maximums for fees include a \$375 max per family for athletics, and a \$150 max per family for co-curriculars, and another \$175 family max for the musical. This is difficult to set up within online payment and registration systems, and it seems unnecessary since the various maximums apply to only a handful of families each year. My proposed fees for 2026-27 will be:

\$115 / (grades 9-12) sport/musical

\$85 / (grades 7-8) sport/musical

\$85 / (grades 9-12) non-sport

\$55 / grades (7-8) non-sport

\$400 FAMILY MAX

- ii. [Breakdown of BOLD Activity Fees \(names Redacted\)](#)

D. ADOPTION OF DIGITAL TICKETING

- i. As we switch from Arbiter to Bound for scheduling events, workers, officials, facilities, etc. we get a significant discount on the service fees by offering digital ticketing.
1. 2026-27 - We will offer both cash & credit card ticket sales, and Bound will provide us with 2 iPads and credit card readers free of charge. This will save us \$1,750 in 2026-27 off the cost of the

Bound software program. We will sell out student, adult and family passes exclusively via credit card for 2026-27.

2. 2027-28 - We will move to exclusively digital ticketing at events. This will save us \$3,500 in 2027-28 off the cost of our Bound software package.
3. I am also exploring the options of providing credit card readers at our concession stands moving forward, as this could be a convenience to customers as we move to a more cashless environment. This decision is on hold until we see how the new concession stand in Olivia functions and how our fans and families respond to the move to digital payments.

3. WINTER PARTICIPANT SURVEYS

A. The surveys are composed of 17 positive statements such as “My coach demands hard work and effort.” A high percentage of positive responses is what we are hoping to see.

- i. If any of the board members would like the raw data, please email me and I will send you the spreadsheet with the anonymous date that was used to compile the information below.

B. DANCE

- i. Survey results are 98.9% positive responses & 1.1% negative responses
 1. 24 of the 26 respondents provided 100% positive feedback about the dance program!
 2. 2 of 26 participants gave five negative responses. One of these students providing negative feedback is an outgoing senior, and the other participant indicated that she does intend to dance again next year. We will have 100% retention of student-athletes in this program.

C. WRESTLING

- i. Survey results are 96.6% positive responses & 3.4% negative responses.
 1. The negative comments, while minimal, were all from 5 questions that focus on two areas of the program.
 - a. Practice organization & structure
 - i. We hired two new, co-head coaches that work off campus, this does not surprise me. This isn't an excuse for not being organized, but the schedule for practices and how things were run this year brought a lot of changes. If this continues to be an issue in the future, we will make this a priority to address in the future, but I am not very concerned right now.
 - b. Coach / athlete relationships
 - i. With two new coaches on staff, and multiple volunteers involved, I am not surprised that this was an area of concern for a few of our wrestlers. This will be discussed with the coaches in their program review to make some simple adjustments going forward.

D. BASKETBALL

- i. Updates on basketball surveys will be in my April report as end-of-season meetings are not yet complete.

Community Ed - Board Report

March 2026

Youth Programming

Little Pitchers Camp will be starting this month! We were originally scheduled to begin on Sunday, March 15, but due to the winter storm the first session will now be Sunday, March 22. Camp will run on the following dates: March 22, March 29, April 1, and April 12.

We will also be hosting another Parent's Night Out on Saturday, April 11 from 5:30–9:30 PM at the Bird Island School. This event is scheduled the same evening as St. Mary's School Prime Rib Dinner, making it a great option for parents who would like to drop their children off for a fun night while they attend the dinner.

Adult Programming

Several of our adult programs will be wrapping up at the end of March, including Women's Sunday Night Volleyball, Men's Morning Basketball, and Women's Weight Training.

Pickleball and Walking will continue indoors until the weather is nice enough for them to move to the outdoor courts.

Summer Programming

This is our tentative schedule for our youth [Summer 2026 Youth Community Education Programs](#). I am hoping to share this with families in early April.

New additions this summer include Open Gym times, Junior High Summer Weight Training (with separate classes for boys and girls), Speed & Agility class for grades 5–6, and a Pickleball Camp.

Liz Fischer will also be teaching a Women's Strength, Balance, and Mobility class on Tuesday and Thursday mornings in June & July from 8:45-9:45am.

Miscellaneous

I have a phone call set up to meet with someone who is interested in teaching a sewing, jewelry making, or general arts and crafts class through community education.

I would also like to have our Community Education Advisory meeting sometime in late March or early April.

1. Foodservice will pack a well-balanced sack lunch for field trips for students in Kindergarten through 6th grades.

2. Finished the commodity food orders for the school year 26/27. BOLD estimated entitlement was \$44,269.31. This is based on the number of free and reduced meals we served in the 2024/2025 school year.

3. USDA had to cancel some of the commodity trucks; we won't be getting our turkey roast, blueberries, and sliced strawberries.

4. Just in case you have been asked why we have not served pineapple, bananas, and mandarin oranges this year.

They are not products of the USA. We can only serve products grown and processed in the USA. We have to keep a log of any product we use that is not a product of the USA.

If you have any questions or concerns, please reach out to me.

BOLD Community Pool Update – March, 2026

We wanted to share some updates and information about what's happening at the BOLD Community Pool:

Facility Updates

- **Construction is still underway**, with a shorter list left.

Programs & Events

- **Finished with 5th/6th grade swim classes in March.**
- **Monthly Flyers are being made and posted throughout the area as well as information on various websites such as Bold Schools and City of Olivia**
- **In March we had a Water Safety Instructor class. We will be finishing up on March 22nd with 4 students.**
- **A pool board meeting happened on March 16, 2025.**
- **Saturday AM Lessons started on March 14th and will be finishing in April (4 lessons)**

Ongoing and other Programming – March and beyond

- **Adult Lap Swim (AM):** Mondays, Wednesdays, and Fridays
- **Water Exercise & Evening Lap Swim:** Mondays and Wednesdays
- **Orcas Swim Team** practices are Tuesday and Thursday and started in September
- **Lifeguarding Course** - in April on two weekends
- **Lifeguarding Review Course** - will be scheduled for May
- **Pool Rental** - Another one scheduled for April
- **In April and May** - Private Lessons for a different school

Upcoming Plans

- Plans are being finalized for summer programming with online registration

Stay Connected

Information about programs, events, and updates can be found on:

- **City of Olivia website**
- **BOLD School website**
- **Facebook**
- **Remind App**
...and other communication channels.

Please don't hesitate to reach out with any questions!

Tracey Johnson Pool Coordinator, BOLD Community Pool

[✉ Tracey.johnson@bold.k12.mn.us](mailto:Tracey.johnson@bold.k12.mn.us)

 320-523-1031 ext. 3152

BALL PARK COMPLEX CONTRACT

THIS AGREEMENT is made and entered into this 1st day of April, 2026, by and between the City of Bird Island, Minnesota ("City"), Independent School District #2534 ("School") and the BOLD Baseball Association, a 501 c 3 Non-Profit Organization ("Organization").

WHEREAS, the City and School desire to enter into a contract with the Organization for the year 2026, April 1st-August 31st, to provide services relating to the overall maintenance and upkeep of the Ball Park Complex located in Bird Island.

NOW, THEREFORE, the parties hereto agree as follows:

A. Responsibilities of the Organization:

1. Hire and/or contract with parties, or utilize volunteers, who will perform all services necessary to maintain and adequately operate the Ball Park Complex, excluding those duties performed by the School.
2. Receive authorization from the City Administrator and School Superintendent for all purchases over \$100.00 which are billed to the City or School for use at the Ball Park Complex.
3. Consult with the City and School regarding any maintenance issues or improvements not covered by the Joint Powers Agreement between the City and School.
4. Will take over mowing responsibilities from the School.

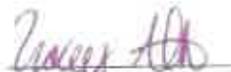
B. Responsibilities of the City and School:

1. Upon receipt of an invoice, pay to the Organization \$2,000 per month for services rendered during the contract period. The City will pay \$1,000 per month and the School, \$1,000 per month.

Liability: Neither party will be responsible for the acts or omissions of the other party.

Termination of Agreement: This is a month-to-month contract which may be terminated by either party upon 30 days written notice.

Both parties agree to the terms of this contract as witnessed by their signatures below:



City of Bird Island

BOLD Baseball Association



Independent School District #2534

Adopted: ~~August 26, 2024~~ March 23, 2026

MSBA/MASA Model Policy 406

Orig. 1995

Revised: ~~July 14, 2023~~ February 1, 2026

Rev. ~~2025-2026~~

406 PUBLIC AND PRIVATE PERSONNEL DATA

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Confidential" means the data are not public and are not accessible to the subject.
- B. "Finalist" means an individual who is selected to be interviewed by the school board for a position
- C. "Parking space leasing data" means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- D. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.
- E. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that

specific data; and entities or individuals given access by the express written direction of the data subject

- F. "Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations, section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 Code of Federal Regulations, Parts 160, 162 and 164. "Protected health information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.
- G. "Public" means that the data is available to anyone who requests it.
- H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals ~~and in a charter school, individuals employed in comparable positions~~ under Minnesota rules, Part 3512.0100.

IV. PUBLIC PERSONNEL DATA

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

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
 17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
 18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
 19. work location;
 20. work telephone number;
 21. badge number;
 22. work-related continuing education;
 23. honors and awards received; and
 24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.
- B. The following information on current and former applicants for employment by the school district is public:
1. veteran status;
 2. relevant test scores;
 3. rank on eligible list;
 4. job history;
 5. education and training; and
 6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:
 - a. name;

- b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;
 - g. prior government service;
 - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, section 15.0597; and
 - i. veteran status.
 2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
 3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:
 1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

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

V. PRIVATE PERSONNEL DATA

- A. All other personnel data not listed in ~~Section Article~~ IV are private data will not be otherwise released unless authorized by law.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data with regard to data on individuals are private.
- E. An individual's checking account number is private when submitted to a government entity.
- F. ~~Notwithstanding classification by any other provision of Minnesota Statutes, chapter 13, upon request from an exclusive representative,~~ ~~Personal~~ data may must be disseminated to labor organizations to the extent the responsible authority determines is the dissemination is necessary for the labor organization to conduct elections, investigate and process grievances, ~~notify employees of fair share fee assessments~~ and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to

protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 2. a prepetition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 1; or
 3. a court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:
1. threaten the personal safety of the complainant or a witness; or
 2. subject the complainant or witness to harassment.
- If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.
- L. The school district must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota Statutes, section 122A.20, subdivision. 2, and shall, upon written request from the licensing board having jurisdiction over the license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.
- ~~**[Note: The obligation to make a report set forth in this section applies equally to charter school boards and their executive directors and charter school authorizers.]**~~
- M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, chapter 268.

- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the MDE Commissioner ("Commisioner") on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
 2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes, chapter 13.
- Data that are released under this paragraph must not include data on the student.
- P. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- Q. Protected health information, as defined in 45 Code of Federal Regulations, Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.
- R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations and may be shared with another government entity in the

- event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
 - T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner of the MDE makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4, or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision. 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATION

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

VII. CHANGE IN CLASSIFICATIONS

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

VIII. RESPONSIBLE AUTHORITY

The school district has designated the Superintendent, phone 320-523-1031 as the authority responsible for personnel data.

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

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation)
Minn. Stat. § 13.41 (Licensing Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, subd. 3 (Elected and Appointed Officials)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, 162, and 164 (HIPAA Regulations)

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

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 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441-~~442~~ (Tuberculosis **Screening in Schools**)
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 (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 (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)

Resources: **MN Department of Health, Persons Required to Report Disease (accessed 12/23/25)**

520 STUDENT SURVEYS

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

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code, section 1232h.

III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data

Practices Act), 20 United States Code, section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations, Part 99.

- E The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with **ParagraphSection** IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:
 - a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the

child lives, or a person who is legally responsible for the welfare of the child.

- b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in ~~Paragraph~~**Section** IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
- c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code, section 1400, *et seq.*).
- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

- (a) college or other post-secondary education recruitment or military;
- (b) book clubs, magazines, and programs providing access to low cost literary products;
- (c) curriculum and instructional materials used by elementary and secondary schools;
- (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic,

clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

- (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
 - (f) student recognition programs.
- (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in ~~SubparagraphSection~~ IV.C.1., ~~Subparagraph~~e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.
2. The policies adopted under ~~SubparagraphSection~~ IV.C., ~~Subparagraph~~1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.
- a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
 - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
 - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in ~~ParagraphSection~~ IV.B., above.
 - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
 - c. The notice will advise students of the specific or approximate dates during the school year when the activities in ~~SubparagraphSection~~ IV.C.2.; ~~Subparagraph~~b., above, are scheduled, or expected to be scheduled.

- d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

- A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information;
Parent Notice and Opportunity for Opting Out)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights)
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination,
Grievance Procedure and Process)

Resources: U.S. Department of Education, [Family Educational Rights Privacy Act \(FERPA\)](#)(accessed 11/03/25)
U.S. Department of Education, [Protection of Pupil Rights Amendment \(PPRA\)](#)(accessed 11/03/25)

Adopted: ~~August 25, 2025~~ March 23, 2026

MSBA/MASA Model Policy 613

Orig. 1997

Revised: ~~June 16, 2025~~ February 1, 2026

Rev. ~~2025~~ 2026

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, **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, 124F.08, 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.

[NOTE: The 2025 Minnesota legislature renumbered the statutory reference above.]

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 (4) credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three (3) credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. Three (3) credits of science, including one (1) credit to satisfy all the earth and space science standards for grades 9 through 12, one (1) credit to satisfy all the life science standards for grades 9 through 12, and one (1) credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half (3.5) 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 (1) 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 health; and

7. A minimum of 8.5 elective credits. ~~Within the elective credits, 0.5 speech, 0.5 careers, and 0.5 personal finance are required to be taken.~~

[NOTE: The state minimum requirement is seven credits, the BOLD Board of Education recommends to be higher than the state minimum requirement.]

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 (.5) 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 (.5) 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~~
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an intermittent basis. **by the Curriculum Review Committee:** A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- C. All students must satisfactorily complete the following required ~~Graduation Academic 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.13 (Advanced Placement and International Baccalaureate Programs)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12 [**Language Arts**])
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~~ **1350** (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)

Resources: [Minnesota House of Representatives: Minnesota's Graduation Requirements \(November 2025\) \(accessed 01/29/26\)](#)

620 CREDIT FOR LEARNING

[NOTE: School districts statutorily are required to provide students with credit for approved postsecondary courses, as set forth in ~~ArticleSection V.~~; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in ~~ArticleSection VII.~~ Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (~~ArticleSection VIII~~). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in ~~ArticleSection IV.~~, are not required by statute. Therefore, the language contained in ~~ArticleSection IV.~~ is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]

I. PURPOSE

This policy recognizes student achievement which occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under [Minnesota Statutes, section 124D.09](#), subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.

- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *six* (6) credits from the school district.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least six (6) credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven (7) quarter or four (4) semester postsecondary credits shall equal at least one (1) full year of high school credit. Fewer postsecondary credits may be prorated.
 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.
- ~~{NOTE: Because the 2024 Minnesota legislature amended the last two sentences, MSBA decided to add this language to this model policy.}~~**
- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

~~[NOTE: The 2024 Minnesota legislature enacted this provision.]~~

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (8), at the discretion of the enrolling school district. A student may earn one (1) elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

[NOTE: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies. A school board must adopt an identical policy regarding weighted grade point averages for credits earned via postsecondary coursework as it gives to credits earned via concurrent enrollment coursework.]

- A. The school district does not offer weighted grades.

- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five (5) school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in ~~Paragraph Section IX.D.~~ below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

- Legal References:**
- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 - Minn. Stat. § 120B.021 (Required Academic Standards)
 - 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.14 (Advanced Academic Credit)
 - Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
 - Minn. Stat. § 123B.445 (Nonpublic Education Council)
 - Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
 - Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
 - Minn. Stat. § 124D.094 (Online Instruction Act)
 - Minn. Rules Parts 3501.0660 (Academic Standards for **Kindergarten through Grade 12** [Language Arts])
 - Minn. Rules Parts 3501.0700-~~3501.0745~~ (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0820 (Academic **Arts** Standards for **Kindergarten through Grade 12**~~the Arts~~)
 - Minn. Rules Parts ~~3501.0900~~-3501.0960 (Academic **Science** Standards for **Kindergarten through Grade 12**~~in Science~~)
 - Minn. Rules Parts 3501.1200-3501.1210 (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)

- Cross References:**
- MSBA/MASA Model Policy 104 (School District Mission Statement)
 - MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 - MSBA/MASA Model Policy 613 (Graduation Requirements)
 - MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 - MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 - MSBA/MASA Model Policy 616 (School District System Accountability)
 - MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
 - MSBA/MASA Model Policy 624 (Online Instruction)

Adopted: ~~7-28-2025~~ March 23, 2026

MSBA/MASA Model Policy 616
Orig. 1997

Revised: ~~06-01-2024~~ ~~October 15, 2025~~ February 1, 2026

Rev. ~~2024~~ ~~2025~~ 2026

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[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. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and ~~617~~ 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

~~[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term "world's best workforce" with "comprehensive achievement and civic readiness."]~~

- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
2. The District Advisory Committee created under **Policy 603- the** Curriculum Development **Policy** is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal-setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum.

Incorporated in the process will be an analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

The Curriculum Cycle is attached at the end of this document.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations, ~~and the site has not made adequate yearly progress for two consecutive school years,~~ the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement

levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. **Annually** the District Advisory Committee will meet **annually** to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc. if they are implemented*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all **phases of planning and improving the** instruction and curriculum affecting **Graduation—Standards state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2.**
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.

- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
 5. The District Advisory Committee shall complete the following actions each year:
 - Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - Review evaluation results and prepare recommendations.
 - Present recommendations to the school board for its input and approval.

Evaluation of Student Progress Committee

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

[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]

E. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest

circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines.

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for **Kindergarten through Grade 12** (Language Arts))

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Art Standards for the Arts Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Science Standards in Science Kindergarten through Grade 12)
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 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model Policy 617 (School District Insurance of Preparatory and High School Standards)~~
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

BOLD SCHOOLS
Curriculum Articulation, Review and Purchase Cycle
Tentative Revised Schedule (Nov. 2024)

Program	Fiscal Year of next purchase
English Language Arts, FACS, Technology, and Career Education	2024-25
Health and Physical Ed	2025-26
Science	2026-27
Math	2027-28
Media	2028-29
Music, Art, Foreign Language, and ESL	2029-30
Social Studies	2030-31

Evaluate:

Use various resources (standardized tests, surveys [parent, student, staff] to evaluate current programming. What are the strengths of the program? What are the limitations?

Research, Select/Develop resources, Revise report cards

Read current research on the subject area and/or visit exemplary programs. Identify guaranteed, viable curriculum. Get sample materials, evaluate to see if they meet the needs and vision of the school, look at report card and make changes to reflect changes if needed

Implement:

Distribute new resources, deliver staff development on the resources.

Revise and Enrich:

Evaluate curriculum thus far and make adjustments, deliver staff development, and work to get maximum effects from the resources.

Maintain:

Continue using resources; no modifications are usually required

Area ↓	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
English Language Arts, FACS, Technology, and Career Education	(-1) Evaluate	(0) Research, Select/ Develop Resources	(+1) Implement	(+2) Revise & Enrich	(+3) Maintain	(+4) Maintain	(+5) Maintain	(-1) Evaluate	(0) Research, Select/ Develop Resources
Health and Physical Ed		(-1) Evaluate	(0) Research, Select/ Develop Resources	(+1) Implement	(+2) Revise & Enrich	(+3) Maintain	(+4) Maintain	(+5) Maintain	(-1) Evaluate
Science			(-1) Evaluate	(0) Research, Select/ Develop Resources	(+1) Implement	(+2) Revise & Enrich	(+3) Maintain	(+4) Maintain	(+5) Maintain
Math	(+5) Maintain			(-1) Evaluate	(0) Research, Select/ Develop Resources	(+1) Implement	(+2) Revise & Enrich	(+3) Maintain	(+4) Maintain
Media	(+4) Maintain	(+5) Maintain			(-1) Evaluate	(0) Research, Select/ Develop Resources	(+1) Implement	(+2) Revise & Enrich	(+3) Maintain
Music, Art, Foreign Language, and ESL	(+3) Maintain	(+4) Maintain	(+5) Maintain			(-1) Evaluate	(0) Research, Select/ Develop Resources	(+1) Implement	(+2) Revise & Enrich
Social Studies	(+2) Revise & Enrich	(+3) Maintain	(+4) Maintain	(+5) Maintain			(-1) Evaluate	(0) Research, Select/ Develop Resources	(+1) Implement

Curriculum Cycle Steps

(-1) One year before purchasing year:

1. Evaluate: Use various resources (standardized tests, surveys [parent, student, staff]) to evaluate current programming.
 - a. What are the strengths of our program?
 - b. What are the limitations?

(0) The year of purchase:

1. Research: Read current research on the subject area and/or visit exemplary programs.
 - a. What changes do we want in our program in light of the research?
2. Select/Develop Resources: Get samples of materials, evaluate materials to see if they meet the needs and vision of our school.

(+1) The year following purchase:

1. Implement: Distribute new resources, deliver staff development on the resources.

(+2) Revision and Enrichment:

1. Revise and Enrich: Evaluate curriculum thus far and make adjustments, deliver staff development, and work to get maximum effects from the resources.

(+3, 4, 5) Maintenance:

1. Maintain (3 years) : Continue using resources; no modifications are usually required

621 LITERACY AND THE READ ACT

[NOTE: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.118 to 120B.124.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by

a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "expressive language" or "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics,

fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

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

V. IDENTIFICATION AND REPORT

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

- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.
- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

[NOTE: Starting in the 2026-2027 school year, a school district must use only evidence-based literary interventions. The 2025 Minnesota legislature amended Minnesota Statutes, section 120B.12, subdivision 3, to delay the 2025-26 requirement for one school year.]

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage

family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
 - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 - 2. a process to notify and involve parents;
 - 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 - 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
 7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 9. the number of teachers and other staff that have completed training approved by the department;
 10. the number of teachers and other staff proposed for training in structured literacy;
 11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
 12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
 13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
1. reading intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 4. curriculum directors;

5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 6. employees who select literacy instructional materials for a district; and
 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 2. teachers who provide instruction to students in a state-approved alternative program; and
 3. teachers who provide instruction to students in dual language immersion programs.
- The Commissioner may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

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

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

Cross References: None

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

- A. Pursuant to Minnesota Statutes, section 466.07, subdivision 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minnesota Statutes, section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against

whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 and to the Family Educational Rights and Privacy Act, 20 United States Code, section 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official designated as the responsible authority for the collection, use, and dissemination of data.

D. Service of Subpoenas

School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge,

subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.

3. Pursuant to Minnesota Statutes, section 123B.02, subdivision 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision whether to reimburse shall be made in the school board's discretion. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.
2. If questioning at school is unavoidable, the school district will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age eighteen (18) that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes, section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code, section 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel; Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
Dyppress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308(1975)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)

306 ADMINISTRATOR CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. GENERAL STATEMENT OF POLICY

~~A. An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards.~~

~~B. The Educational Administrator:~~

- ~~1. Makes the well-being of students the fundamental value of all decision-making and actions.~~
- ~~2. Fulfills professional responsibilities with honesty and integrity.~~
- ~~3. Supports the principle of due process and protects the civil and human rights of all individuals.~~
- ~~4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.~~
- ~~5. Implements and adheres to the school board's policies.~~
- ~~6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.~~
- ~~7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.~~
- ~~8. Accepts academic degrees or professional certification only from duly accredited institutions.~~
- ~~9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.~~
- ~~10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.~~
- ~~11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.~~

The standards of professional conduct are as follows:

- A. A school administrator must provide professional educational services in a nondiscriminatory manner.
- B. A school administrator must take reasonable action to protect students and staff from conditions harmful to health and safety.
- C. A school administrator must take reasonable action to provide an atmosphere conducive to learning.

- D. A school administrator must not use professional relationships with students, parents and caregivers, staff, or colleagues to private advantage.
- E. A school administrator must disclose confidential information about individuals only when a compelling professional purpose is served in accordance with state and federal laws and school district policies.
- F. A school administrator must not knowingly falsify or misrepresent records or facts relating to the administrator's qualifications or to the qualifications of other staff or personnel.
- G. A school administrator must not knowingly make false or malicious statements about students, students' families, staff, or colleagues.
- H. A school administrator must not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.
- I. A school administrator must only accept a contract for a position when licensed for the position or when a school district is issued a variance by the Minnesota Board of School Administrators.
- J. A school administrator, in filling positions requiring licensure, must employ, recommend for employment, and assign only appropriately licensed personnel, or persons for whom the school district has been issued a variance by the appropriate state board or agency, unless, after making reasonable efforts to obtain a variance, an appropriately licensed person cannot be assigned and the position must be filled to meet a legitimate emergency educational need.
- K. A school administrator must not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.

Legal References: Minn. Stat. § 122A.14, Subd. 4 (Duties of Board of School Administrators)
Minn. Rules Part 3512.0100, Subp. 2a (Definitions)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Cross References: None

Adopted: ~~August 26, 2024~~ April 27, 2026

MSBA/MASA Model Policy 606

Orig. 1995

Revised: ~~January 20, 2022~~ October 15, 2025

Rev. 2022 2025

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY OF SELECTION

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

other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

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

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
20 U.S.C. 1232h(a) (Protection of Pupil Rights)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

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

MSBA/MASA Model Policy 604 (Instructional Curriculum)

712 VIDEO RECORDING OTHER THAN ON BUSES

[NOTE: See MSBA/MASA Model Policy 711 for Video Recording on School Buses.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district buildings and grounds may be equipped with video cameras.
2. Video recording may occur in any school district building or on any school district property.
3. Video recording will normally not be used in bathrooms or locker rooms, although these areas may be monitored by individuals of the same sex as the occupants of the bathrooms or locker rooms.

B. Use of Video Recordings

1. Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.
2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.

3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code, section 1232g, and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

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

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

Adopted: ~~June 23, 2025~~ May 18, 2026

MSBA/MASA Model Policy 404

Orig. 1995

Revised: ~~June 17, 2025~~ February 1, 2026

Rev. 2022 with **BOLD** legal changes

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to conduct credit checks on applicants who receive an offer of employment and/or to conduct 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~~ **are** offered ~~of~~ employment **in the school** and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals. 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 applicant will not commence employment or provide services until the school district receives the results of the criminal history background check and, if applicable, the credit check. The school district may conditionally hire an applicant or allow an individual to provide services to a school pending completion of the background check under Minnesota statutes, section 123B.03, subdivision 1 or credit check(s) or obtaining notice of a Professional Educator Licensing and Standards Board action but shall notify the individual that the individual's employment or ~~provision of~~ services may be terminated based on the result of the background or credit check or Professional Educator Licensing and Standards board action. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The school district reserves the right to also have criminal history background or credit check(s) conducted by other organizations or agencies. The school district is not liable for failing to hire or for terminating an individual's employment or other service based on the result of a background check or Professional Educator licensing and Standards Board action.
- B In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. If the school district determines that the individual is also subject to a credit check, the same requirements apply to such credit check. The cost of the criminal history background check and credit check, if applicable, is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

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

- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the Commissioner of the Minnesota Department of Education within the twelve (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 twelve (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 individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.
- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check and/or credit check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background and/or credit check(s) to the extent required by law.
- I. If the criminal history background and/or credit check(s) precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a criminal history background check and the extent of the school district's discretion in requiring a criminal history 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)
Minn. Stat. § 13.87, Subd. 1 (Criminal Justice Data)
Minn. Stat. § 123B.03 (Background Check)
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

Adopted: ~~August 25, 2025~~ May 18, 2026

MSBA/MASA Model Policy 410

Orig. 1995

Revised: ~~December 6, 2023~~ February 1, 2026

Rev. 2023~~6~~

410 FAMILY AND MEDICAL LEAVE POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Covered active duty" means:

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

B. "Covered servicemember" means:

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

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least **twelve (12)** months and who has been

employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations.

While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
 - 1. a military medical treatment facility as an outpatient; or
 - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

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

IV. LEAVE ENTITLEMENT

- A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of **twelve (12)** work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one **(1)** or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

[NOTE: An employer is permitted to choose any one of the following methods for determining the 12-month period in which the twelve (12) weeks of FMLA leave entitlement occurs: (a) the calendar year; (b) any fixed 12-month leave year, such as a fiscal year, a year required by State law, or a year starting on an employee's anniversary date; (c) the 12-month period measured forward from the date any employee's first FMLA leave; or (d) a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. It is recommended, however, that school districts use the 12-month rolling measurement as it prevents employees from stacking 12-week leave entitlement that could occur if, for example, a calendar or fiscal year is utilized. Where a calendar, fiscal or similar period is used, an employee could use twelve (12) weeks at the end of the period and then again at the beginning of the period, providing an entitlement to a leave of twenty-four (24) consecutive weeks. If a school district changes its definition of a "year" in this policy, it must give employees notice of at least sixty (60) days before implementing this change.]

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five (5) years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
 - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
 - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of fifty (50) percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of twelve (12) weeks of leave during any 12-month period

for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one (1) spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to ~~Subp~~Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within **fifteen (15)** days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to ~~Subp~~Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give **thirty (30)** days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical

treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under ~~Subp~~Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.
The school district shall comply with written notice requirements as set forth in federal regulations.
14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

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

~~An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 6-12-week unpaid leave which is available to a biological or adoptive parent in conjunction with for the birth or adoption of a child, or to a female employee for prenatal care~~

~~or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.~~

BE. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of **twenty-six (26)** work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of **twenty-six (26)** work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends **twelve (12)** months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of **twenty-six (26)** weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and

guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within **fifteen (15)** days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of **Subp**Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than **twenty (20)** percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 1. If an instructional employee begins leave for any purpose more than five **(5)** weeks before the end of a semester and it is likely the leave will last at least three **(3)** weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five **(5)** weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two **(2)** weeks or if the employee's return from leave would occur during the last two **(2)** weeks of the semester.
 3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three **(3)** weeks of the semester and the leave will last more than five **(5)**

working days, the school district may require the employee to continue taking leave until the end of the semester.

4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

~~D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.~~

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII DISSEMINATION OF POLICY

- A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment
- B. This policy will be reviewed at least annually for compliance with state and federal law.

NOTE: The school board may choose a review cycle for this policy.]

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

Cross References: None

503 STUDENT ATTENDANCE

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

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.
- c. The district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff during scheduled school hours. Minnesota Statutes, section 120A.22 does not remove the school district's responsibility to continue to comply with reporting requirements in Minnesota Statutes, section 126C.05 for the purposes of funding.
- d. The principal must issue and keep a record of attendance, under rules established by the school board

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. ~~To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. The principal must issue and keep a record of attendance, under rules established by the school board. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse. The note must include dates and times the student is to be excused.~~

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]

- b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

[NOTE: The school district may choose to include subparagraph (b).]

- c. The school board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- ~~(1) — Illness up to ten (10) days total for the year.~~
- ~~(2) — Serious illness in the student's immediate family.~~
- ~~(3) — A death or funeral in the student's immediate family or of a close friend or relative.~~
- ~~(4) — Medical, dental, or orthodontic treatment, or a counseling appointment.~~
- ~~(5) — Court appearances occasioned by family or personal action.~~
- ~~(6) — Religious instruction not to exceed three hours in any week.~~
- ~~(7) — Physical emergency conditions such as fire, flood, storm, etc.~~
- ~~(8) — Official school field trip or other school sponsored outing.~~
- ~~(9) — Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.~~
- ~~(10) — Family emergencies.~~
- ~~(11) — Active duty in any military branch of the United States.~~
- ~~(12) — A student's condition that requires ongoing treatment for a mental health diagnosis.~~
- ~~(13) — Pre-approved family vacations.~~
- ~~(14) — Official College Visits — Juniors may take one and Seniors may take two. These must be approved by the office prior to the trip.~~
- ~~(15) — Driver's Education instruction as well as written and behind the wheel exams.~~

- (1) that the child's physical or mental health is such as to

prevent attendance at school or application to study for the period required, which includes:

- (a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;
 - (b) family emergencies;
 - (c) the death or serious illness or funeral of an immediate family member;
 - (d) active duty in any military branch of the United States;
 - (e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or
 - (f) other exemptions included in this attendance policy.
- (2) that the child has already completed state and district standards required for graduation from high school; or
- (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three (3) hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[NOTE: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school

boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

~~[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minnesota Statutes section 120A.22, subdivision 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]~~

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within two days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

- a. The following are examples of absences which will not be excused:
- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
 - (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
 - (3) Work at home.
 - (4) Work at a business, except under a school-sponsored work release program.
 - (5) Vacations with family ~~that have not been pre-approved.~~
 - (6) Personal trips to schools or colleges ~~that have not been pre-approved.~~
 - (7) Absences resulting from cumulated unexcused tardies (3 unexcused tardies equal one unexcused absence).

- (8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Students **in grades 5 through 12** with unexcused absences shall be subject to discipline in the following manner:
 - (a) From the first through the fourth cumulated unexcused absence in a semester the student will not be allowed to make up work missed due to such absence.
 - (b) After the third cumulated unexcused absence in a semester, a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of four (4) unexcused absences and that, after the fourth unexcused absence, the student's grade shall be reduced by one (1) increment for each unexcused absence thereafter.
 - (c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.
 - (d) After cumulative unexcused absences in a **[quarter or semester]** the teacher will reduce the student's letter grade by one (1) increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.
 - (e) After cumulated unexcused absences in a **[quarter or semester]**, the administration may impose the loss of academic credit in the class or

classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.

- (f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

(5) Students in grades K through 4 with unexcused absences shall be subject to discipline in the following manner:

- (a) Subject to the current student handbook.

[NOTE: MSBA encourages school boards to consider whether imposition of academic penalties for unexcused absences is consistent with the district's mission and pedagogical approach. If a school board determines that academic penalties should not be imposed, section 2(b) should be deleted or rewritten.]

C. Tardiness

1. Definition:

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.

- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Consequences of tardiness may include detention after **three (3)** unexcused tardies. In addition, **three (3)** unexcused tardies are equivalent to one **(1)** unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
- 5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the **office the coach or advisor** before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance **or American Indian cultural practice, observance, or ceremony**.. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance **or cultural observance**.

V. REQUIRED REPORTING

- A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes section 120A.05, without valid excuse within a single school year for:

1. Three (3) days if the child is in elementary school; or
2. Three (3) or more class periods on three (3) days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes Chapter 260C;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes section 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

[Note: Where truancy services and programs under Minnesota Statutes chapter 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child who is at least twelve (12) years old and less

than eighteen (18) years old who is absent from attendance at school without lawful excuse for one or more class periods on seven (7) school days per school year if the child is in middle school, junior high school, or high school, ~~under the age of seventeen (17) years of age~~ who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one (1) or more class periods on seven (7) school days per school year ~~if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year~~ and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

Pursuant to section 260C.163, subdivision 11, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

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

530 IMMUNIZATION REQUIREMENTS

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

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or
 2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered.

Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Paragraph III.A. or III.B., above, or statement of immunization set forth in Article IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.
- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- E. The school district may allow a student transferring into a school a maximum of thirty (30) days to submit a statement specified in Paragraph III.A. or III.B., above, or Article IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

- B. The parent or guardian of a minor student or an emancipated student submits a notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or emancipated student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
 - 1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Minnesota Department of Health;
 - 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
 - 3. review student health records to determine whether the required information has been provided; and
 - 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[Note: See Attachments A, B, C, and D.]

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five (5) years after the student attains the age of majority.
- B. Student immunization records maintained by the school district are generally considered education records subject to the Family Education Records and Privacy Act (FERPA). The school district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within thirty (30) days of the student's transfer.

- D. Upon request of a public or private postsecondary educational institution as defined in Minnesota Statutes, section 135A.14, the designated school district administrator shall assist in the transfer of the student's immunization file to the postsecondary educational institution.

VII. OTHER

Within sixty (60) days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Minnesota Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Minnesota Department of Health.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
20 U.S.C. § 1232g (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Health: [School Health Personnel Immunization and Disease Reporting](#) (accessed 12/15/25)

[TO BE PLACED ON SCHOOL DISTRICT STATIONERY]

[date]

[Parent(s)]

[Address]

Re: Immunizations

Dear Parent:

As you know, school began today. To date, we have no immunization records for your child nor any record of a request for an exception. In order for your child, [name of child], to remain enrolled, we must receive proof that he/she has received immunization against a number of diseases as required by state law or that he/she qualifies for one of the statutory exceptions. By this letter, we wish to verify that our records concerning your child are accurate and complete.

Please submit a statement on the enclosed form to [name of school official] from a physician or a public clinic verifying that [name of child] has received the required immunizations, consistent with medically acceptable standards. By state law, we cannot allow [name of child] to stay in school unless we have received proof that he/she has had the required immunizations or has satisfied one of the statutorily recognized exceptions.

If you cannot submit a statement from a physician or public clinic regarding your elementary or secondary school child, you may submit your own statement on the enclosed form detailing the precise dosages given for each required immunization and the month and year each immunization was given. If you elect to submit your own statement in lieu of one from a health care provider, please contact [name of school official] at [telephone number] to determine the precise vaccinations required for your child, as the requirements vary according to the child's age.

If you are claiming an exception for medical reasons that an immunization is contraindicated or because of your conscientiously held beliefs, you must either submit a statement from a physician stating the immunization is contraindicated or you must submit a notarized statement, signed by you as the parent/guardian, or if the student is an emancipated person by the emancipated person, stating that the student has not been immunized because of conscientiously held beliefs. The enclosed form may be used for this purpose.

If you have already submitted a statement to us, please indicate how the statement was submitted (i.e. hand-delivered, mailed), when it was delivered and to whom. It may be necessary for you to obtain a duplicate statement if the original cannot be found. If additional time to obtain a duplicate is required, please so indicate in your response.

If we do not receive proof of immunization or exception by [ten school days], your child will be sent home from school and discharged from enrollment. It will then be necessary for you to re-enroll the child after immunization requirements have been met before the child can return to school. If you have any questions, please contact [name of school official] at [telephone number].

Thank you for your cooperation.

Very truly yours,

[School District Official]

[TO BE PLACED ON SCHOOL DISTRICT STATIONERY]

[date]

[Parent(s)]

[Address]

Re: Non-Enrollment for Lack of Immunization Proof

Dear Parent:

We are sending your child, [name of child], home today because we have not yet received proof that he or she has received appropriate immunizations or is excepted therefrom. Minnesota law does not allow us to enroll an elementary or secondary school student without proof that the student has received the required immunizations or is excepted therefrom.

As we advised earlier, State law and School District policy allow for a thirty-day grace period and a ten-day due process period during which your child may attend school. Those grace periods have now expired.

[Name of child] may re-enroll as soon as we have received appropriate proof of immunizations. If you have any questions about the proof or the immunizations required, please contact [name of school official] at [telephone number] as soon as possible.

We look forward to having [name of child] back in school soon.

Very truly yours,

[School District Official]

DISTRICT NOTES:

Previous notices sent on _____ by _____

Phone contacts on _____ by _____

_____ by _____

_____ by _____

Minnesota State High School League
 2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
 763-560-2262, Fax: 763.569.0499

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION
 AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of **Girls' Gymnastics**
 beginning with the **2025 - 2026** school year. (activity) (boys 'or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Willmar	928	Willmar, MN	8AA	6A
High School #2:	BOLD	176	Olivia, MN	3A	N/A
High School #3:					
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About%20MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))
 BOLD does not have the number of student athletes, nor the facilities, needed to support an independent gymnastics program.
- List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1	1	2	3	0	0	2
High School #2	0	1	0	0	0	0
High School #3						
High School #4						

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): **Willmar High School**
- Team Colors: Red & White Team Mascot: Cardinals
- Host School (school that will receive revenue share check): Willmar High School

Board of Education (or designee)

School

Date

Signed _____

Signed _____

Signed _____

Signed _____

Official Action of the MSHSL Board of Directors

Approved

Not Approved

Signature: _____
MSHSL Executive Director

Date: _____

FACS Enrollment History

2023–2024

- (10) Culinary I
- (1) Culinary II
- (20) Foreign Foods
- (23) Child Development

2024–2025

- (6) Housing Trends & Interior Design
- (11) Child Development
- (9) Global Foods
- (20) Culinary I
- (14) Culinary II

2025–2026

- (10) Child Development
- (20) Culinary I
- (4) Culinary II
- (21) Global Foods*

FACS Program Review and Staffing Considerations

Background & Enrollment Trends

- *Enrollment in *Global Foods* was temporarily elevated due to the removal of the first-semester study hall, which required student placement adjustments.
- During last year's spring registration, overall enrollment in FACS courses declined significantly.
- To maintain a full teaching load and avoid reducing staff hours, 5–6 STEAM sections were added to the FACS teacher's schedule.

Program Sustainability

- Due to consistently low enrollment, there were serious discussions last year regarding the long-term viability of the FACS program.
- Current enrollment patterns continue to raise concerns about sustainability in its present form.

Staffing Challenges & District Needs

- The district is currently facing staffing shortages in critical areas:
 - One full-time Math teacher
 - One full-time Science teacher
 - One part-time Physical Education/Health teacher (projected need due to increasing student enrollment)
 - One full-time Business Teacher
- A shortage of Math staff has resulted in a notable loss of revenue to PSEO enrollment.
- Maintaining low-enrollment FACS courses limits the district's ability to reallocate staff to high-need, high-demand core content areas.

Alignment with Student & Community Needs

- Recent listening sessions with parents and community discussions indicate a growing demand for:
 - Expanded Agriculture (Ag) offerings
 - Broader Career & Technical Education (CTE) opportunities, such as business classes (accounting, sales & marketing, courses in the medical field (CNA, First Aid/CPR, First Responder, Intro to Health Careers, etc.)
- Current perceptions suggest that the FACS program is too narrowly focused and does not fully meet evolving student interests beyond cooking-based courses.

Instructional Priorities

- Optimizing student achievement in core academic areas remains a district priority.
- Reducing a fully elective program could allow for strategic reallocation of staffing and resources to better support required coursework and student outcomes.

Recommendation

- FACS courses provide meaningful benefits to students; however, adjustments are needed to improve alignment with enrollment trends and district priorities.

Key Considerations & Concerns

- *Careers 10*, a graduation requirement currently housed within FACS, could be reassigned to another department. This career class is a career exploration class that does not require a CTE-specific license.

2026 BOLD School Board CTE Committees (Approved in January 5th meeting 2026)

<u>Committee</u>	<u>Max No. of Members</u>	<u>2026 Board Committee Delegates #</u>
<p><u>Family and Consumer Science (FACS) Advisory Committee</u></p> <ul style="list-style-type: none"> • Required for CTE funding • 4 meetings per year max 	3	Clouse # Peppel Zimmerman
<p><u>Ag Advisory Committee/CTE</u></p> <ul style="list-style-type: none"> • Required for CTE funding • 4 meetings per year max 	3	Peppel Sheehan # Zimmerman

Proposed Revision to 2026 Bold School Board Committees:

<u>Committee</u>	<u>Max No. of Members</u>	<u>2026 Board Committee Delegates #</u>
<p><u>Career and Technical Education (CTE) Advisory Committee</u></p> <ul style="list-style-type: none"> • Required for CTE funding • 4 meetings per year max 	3	Peppel Sheehan # Zimmerman

2026 BOLD School Board Committees (FINAL)

<u>Committee</u>	<u>Max No. of Members</u>	<u>2025 Board Committee Delegates</u>	<u>2026 Board Committee Delegates #</u>
<p><u>Facilities:</u></p> <ul style="list-style-type: none"> ● Meet with the superintendent as needed to discuss facilities and grounds. ● Meet with the Business Manager and Superintendent in developing a budget. ● Develop and monitor a 10yr Long Term Facility Maintenance (LTFM) plan. ● Oversee the Facilities Maintenance Software and use it to recommend maintenance. 	3	Benson Peppel Sheehan	Frank Peppel Sheehan
<p><u>Finance:</u></p> <ul style="list-style-type: none"> ● Meet with Superintendent to develop a budget for the current school year ● Meet with Business Manager and Superintendent to determine staffing needs in developing the budget ● Develop a 5-year financial plan for revenue and expenditures ● Confirm annual compliance of Booster Clubs for board to accept donations 	3	Aaseth Benson Frank	Aaseth Frank Benson #
<p><u>Meet and Confer:</u></p> <ul style="list-style-type: none"> ● Meet with the teacher representatives (BOLD EA) to discuss issues of mutual concern. ● Included Wellness and Culture items ● 1 to 2 meetings per year. 	3	Benson Clouse Peppel	Peppel Frank # Benson
<p><u>Negotiations: BOLD EA:</u></p> <ul style="list-style-type: none"> ● The representatives of the negotiations committee handle the contract negotiations with the union representatives of the licensed teachers. ● Contracts are two-year contracts. The number of meetings varies depending upon how quickly an agreement can be reached. 	3	Aaseth Benson Sheehan	Aaseth Benson # Sheehan

<u>Committee</u>	<u>Max No. of Members</u>	<u>2025 Board Committee Delegates</u>	<u>2026 Board Committee Delegates #</u>
<p><u>Negotiations: BOLD AFSCME - Paraprofessionals, Food Service, Administrative Assistants:</u></p> <ul style="list-style-type: none"> • The representatives of this negotiation committee will handle the contract negotiations with the union representatives of the paraprofessional, food service, and administrative assistants negotiations groups. • Contracts are two-year contracts. The number of meetings varies depending upon how quickly an agreement can be reached. 	3	Benson Frank Peppel	Peppel Frank # Benson
<p><u>Negotiations: BOLD AFSCME - Custodians:</u> The representatives of this negotiations committee will handle the contract negotiations with the</p> <ul style="list-style-type: none"> • union representatives of the custodians. • Contracts are two-year contracts. The number of meetings varies depending upon how quickly an agreement can be reached. 	3	Benson Frank Peppel	Peppel Frank # Benson
<p><u>Ag Advisory Committee/CTE</u></p> <ul style="list-style-type: none"> • Required for CTE funding • 4 meetings per year max 	3	Peppel Sheehan	Peppel Sheehan # Zimmerman
<p><u>Book Review</u></p> <ul style="list-style-type: none"> • Meet as needed 	2	Clouse Zimmerman	Clouse # Zimmerman
<p><u>Community Education Advisory Committee</u></p> <ul style="list-style-type: none"> • Required for Community Service funding • 4 meetings per year max, typically at noon 	2	Aaseth Zimmerman	Benson # Zimmerman

<u>Committee</u>	<u>Max No. of Members</u>	<u>2025 Board Committee Delegates</u>	<u>2026 Board Committee Delegates #</u>
<u>Family and Consumer Science (FACS) Advisory Committee</u> <ul style="list-style-type: none"> • Required for CTE funding • 4 meetings per year max 	3	Clouse Peppel	Clouse # Peppel Zimmerman
<u>Minnesota State High School League (MSHSL)/Athletic/Activity hearings</u> <ul style="list-style-type: none"> • Meet as needed • Could involve mediation • Conference potential issues 	2	Aaseth Sheehan	Aaseth # Benson
<u>MREA</u> <ul style="list-style-type: none"> • Conference second week of December • Representation of the District • Report MREA platform 	2	Aaseth Frank	Aaseth # Peppel
<u>Pairing and Sharing</u> <ul style="list-style-type: none"> • Meet as needed 	2	Zimmerman Sheehan	Sheehan #
<u>Pool Committee</u> <ul style="list-style-type: none"> • Meet 4+ times per year 	2 plus sub from Facilities Committee	Peppel Sheehan SUB: Clouse	Clouse # Zimmerman SUB: Peppel
<u>Policy Committee</u> <ul style="list-style-type: none"> • Meet as needed • Review standing policies following the policy review schedule and inform board of potential changes 	2	Clouse Frank	Clouse Frank #
<u>Wellness Committee (New in 2026)</u> <ul style="list-style-type: none"> • Meet as needed • Required via Policy 533 	1	Clouse	Zimmerman #

Resolution for Acceptance of Gifts

Member _____ introduced the following resolution and moved its adoption:

WHEREAS **Big Stone Therapies** has generously donated **\$50.00** to the **BOLD Robotics Team**;

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 23rd day of March, 2026.

Mary Ella Clouse, School Board Clerk

Resolution for Acceptance of Gifts

Member Aaseth introduced the following resolution and moved its adoption:

WHEREAS **Big Stone Therapies** has generously donated **\$50.00** to the **BOLD Robotics Team**;

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 Benson and upon vote being taken thereon, the following voted in favor thereof: Frank, Aaseth, Zimmerman, Sheehan, Clouse, Benson, and Peppel.

And the following against the same: None

And the following was absent: None

The foregoing resolution was approved this 23rd day of March, 2026.

Maryella Clouse
Mary Ella Clouse, School Board Clerk

Member Frank introduced the following resolution and moved its adoption:

RESOLUTION TO RECOGNIZE OUTSTANDING ACHIEVEMENT

WHEREAS, the School Board of Bird-Island-Olivia-Lake Lillian Public School District 2534-01 wishes to recognize students in our district that have exhibited outstanding achievement and brought recognition to the district;

WHEREAS, Ava Kiecker earned a spot to participate in the State Wrestling Competition at Grand Casino Arena in St. Paul and is the first female student in school history to represent BOLD at the State Meet;

WHEREAS, Edgar Kopel earned a spot to participate in the State Wrestling Competition at Grand Casino Arena in St. Paul;

WHEREAS, Trey Zamarron earned a spot to participate in the State Wrestling Competition at Grand Casino Arena in St. Paul;

WHEREAS, the Board of Education commends you on your hard work and dedication to your community and BOLD;

THEREFORE, BE IT RESOLVED by the School Board of Bird-Island-Olivia-Lake Lillian Public School District 2534-01 that students Ava Kiecker, Edgar Kopel, and Trey Zamarron are recognized for their outstanding achievements representing BOLD.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____.

And upon vote being taken thereon, the following voted in favor thereof:

And the following voted against:

And the following was absent:

And the resolution was declared adopted this 23rd day of March, 2026.

MaryElla Clouse, School Board Clerk

Member Frank introduced the following resolution and moved its adoption:

RESOLUTION TO RECOGNIZE OUTSTANDING ACHIEVEMENT

WHEREAS, the School Board of Bird-Island-Olivia-Lake Lillian Public School District 2534-01 wishes to recognize students in our district that have exhibited outstanding achievement and brought recognition to the district;

WHEREAS, Ava Kiecker earned a spot to participate in the State Wrestling Competition at Grand Casino Arena in St. Paul and is the first female student in school history to represent BOLD at the State Meet;

WHEREAS, Edgar Kopel earned a spot to participate in the State Wrestling Competition at Grand Casino Arena in St. Paul;

WHEREAS, Trey Zamarron earned a spot to participate in the State Wrestling Competition at Grand Casino Arena in St. Paul;

WHEREAS, the Board of Education commends you on your hard work and dedication to your community and BOLD;

THEREFORE, BE IT RESOLVED by the School Board of Bird-Island-Olivia-Lake Lillian Public School District 2534-01 that students Ava Kiecker, Edgar Kopel, and Trey Zamarron are recognized for their outstanding achievements representing BOLD.

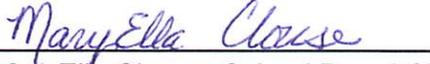
The motion for the adoption of the foregoing resolution was duly seconded by Member Benson.

And upon vote being taken thereon, the following voted in favor thereof: Frank, Aaseth, Zimmerman, Sheehan, Clouse, Benson, and Peppel.

And the following voted against: None

And the following was absent: None

And the resolution was declared adopted this 23rd day of March, 2026.



MaryElla Clouse, School Board Clerk