

AGENDA
BOLD BOARD OF EDUCATION REGULAR MEETING
BIRD ISLAND-OLIVIA-LAKE LILLIAN
INDEPENDENT SCHOOL DISTRICT #2534
MONDAY, MAY 18, 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
- II. Pledge of Allegiance
- III. Approval of Agenda
- IV. Recognition of Visitors to the School Board
- V. Public Forum
Public Forum will be placed on the agenda for regular board meetings. During this part of each regular school board meeting time will be allowed for district constituents to address the school board. Pursuant to Policy 206 Section VI the board will make every effort to allow district constituents to speak, but may limit discussion to ensure all business is addressed for the interest of the district. This is a time of "listening" by the school board.
- VI. Consent Items
Only one motion is needed to approve all consent items. Any item that is requested to be removed from the consent agenda by a school board member will be discussed and acted on for independent consideration immediately following approval of the consent agenda.
 - **Approve Bills for Payment (Attachments)**
 - **Approve Minutes (Attachment)**
 - April 27, 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**

Facilities Committee meeting held 05.06.26 (notes attached)

CTE combined meeting held 05.13.26 (notes attached)

Pool Committee meeting held 05.13.26 (notes next month)

Finance Committee meeting held 05.14.26 (notes next month)

VIII. New Business

A. Pat Weir, Director at IEA

Will speak to the board regarding abatement/asbestos removal with regard to our current referendum

Pat Weir, IEA

B. Statement on April 27th closed session

Chair Peppel

The closed session of the school board held on April 27th was a required annual review of Superintendent Tydlacka under Minnesota Statute §13D.05, subdivision 3(a). The discussion focused on goals and expectations related to Superintendent Tim Tydlacka's first year with BOLD, including positive recognition of his strong community engagement. Looking ahead, Tim's priorities include completing the referendum project prior to the start of school next fall and leading the development of a new strategic plan for the district. The board and Superintendent also discussed maintaining a strong focus on the district's Long-Term Facilities Maintenance plan and upcoming budget.

C. RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

Chair Peppel

- D. Board Approval of the 2026-2027 School Calendar.
- E. Approve the 2026-2027 MSHSL Resolution for Membership.
- F. Increase the meal stipend for students and teachers participating in Minnesota State MSHSL tournaments.
Superintendent Tydlacka
Recommendation to increase the stipend for meal money for students representing BOLD at State MSHSL events from \$8 to \$12.
- G. Policy 503, Student Attendance third and final reading postponement until the June regular school board meeting.
Motion to postpone until the June regular school board meeting to provide additional time to make recommended changes by Principals Krafka and Bodin

- **Policy 503, Student Attendance.**

- 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. Changes made since second reading.

- H. Final readings of Policies:

- 404-Employment Background Checks, (3 of 3 readings)
- 410 Family and Medical Leave Policy (3/3)
- 506 Student Discipline, (1 of 1 reading)
- 530 Immunizations Requirements with Forms (3/3)
- 604, Instructional Curriculum (1/1)

Member Clouse and Frank

First of one reading of the following policy:

Policy 506, Student Discipline

Change is in Section XII.C.3. and it is editing an upper to a lower case "N"

Policy 604, Instructional Curriculum.

- Has a February 2026 technical change from MSBA to Section II and revised and current Legal References.

Policy 613, Graduation Requirements.

- Has technical changes that were suggested by MSBA in a February 2026 update to adopt that includes updated Legal References and an added Resource.

Third and final readings for the following policies:

Policy 404, Employment Background Checks

- 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.

Policy 410 Family and Medical Leave Policy

- 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.

Policy 530, Immunizations Requirements with Forms

- This is a new policy at BOLD, so it requires three readings.

I. Second of three readings for Policies;

- 203.2 Order of the Regular School Board Meeting
- 203.5 School Board Meeting Agenda
- 521 Student Disability Nondiscrimination and
- 521.1 Student Disability Discrimination Grievance Report Form.
- 701 Establishment and Adoption of School District Budget, and
- 807 Health and Safety Policy

Members Frank and Clouse

First of three reading of policies:

203.2, Order of the Regular School Board Meeting.

- Requires three readings as it adds a new legal reference and three new cross references. This now matches completely what our agendas for regular meetings typically look like.

Policy 203.5, School Board Meeting Agenda

- With the change in 203.2 we need to add this new policy. Currently, we do not have this policy in place, but is currently indirectly covered under 203.2. So, we need to approve this new policy to adopt with 203.2 and 203.6 being looked at this month.

Policy 521, Student Disability Nondiscrimination and 521.1 Student Disability Discrimination Grievance Report Form.

- Due to the addition of section II. C. #4 and a new legal reference. No changes to 521.1, but a review is needed for the three-year cycle.

Policy 701, Establishment and Adoption of School District Budget

- Substantial changes are suggested in Section III, hence the need for three readings.

Policy 807, Health and Safety Policy

- Requires three readings due to several deletions and additions.
- Note section IV: Chlorine was added at the April board meeting.

J. First of three readings of Policy:

- 615, Testing Accommodations, Modifications, Exemptions, for IEPs, Section 504 Plans, and LEP Students.

K. Resolution for Acceptance of Gifts

Chair Peppel

Approval of the Acceptance of Gifts.

IX. Move to closed session

Chair Peppel

Would a member move that this board meeting adjourn to a closed session to discuss strategy for labor negotiations and proposals regarding the Teacher/EA contracts, as permitted by Minn. Stat. 13D.03

X. reopen general Board meeting

XI. **Upcoming dates:**

May 22, 2026 Graduation Commencement, Olivia campus large gym
7:00PM

June 3, 2026 Facilities Committee Meeting, Media Center 4:00PM

June 10, Finance Committee Meeting, District Office 4:00PM

June 22, 2026 Regular School Board Meeting, Media Center, 7:00PM

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

Chair Peppel

XII. **Adjourn**

BOLD BOARD OF EDUCATION
REGULAR MEETING
Monday, April 27, 2026 7:00 PM Central

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
Present: 7.

I. Call to Order and Roll Call
Meeting was called to order at 7:01 pm.

II. Pledge of Allegiance

III. Approval of Agenda
I move to approve the agenda as published in the board packet. This motion, made by Dr. Todd Frank and seconded by Mary Ella Clouse, Carried.
Brad Aaseth: Yea, Sandy Benson: Yea, Mary Ella Clouse: Yea, Dr. Todd Frank: Yea, Greg Peppel: Yea, Todd Sheehan: Yea, Michael Zimmerman: Yea
Yea: 7, Nay: 0

IV. Recognition of Visitors to the School Board

V. Public Forum

VI. Consent Items
I move to approve the consent items of approving bill payments, the March, 2026 Board minutes, and personnel changes as published in the board packet. This motion, made by Brad Aaseth and seconded by Michael Zimmerman, Carried.
Brad Aaseth: Yea, Sandy Benson: Yea, Mary Ella Clouse: Yea, Dr. Todd Frank: Yea, Greg Peppel: Yea, Todd Sheehan: Yea, Michael Zimmerman: Yea
Yea: 7, Nay: 0

VII. Reports

VII.A. Superintendent Report

VII.B. PK-6 Principal Report

VII.C. 7-12 Principal Report

VII.D. Activities Report

VII.E. Community Education Report

VII.F. Food Service Director Report

VII.G. Pool Report

VII.H. Facilities Report

VII.I. School Board Committee Reports

VIII. New Business

VIII.A. Approve Achievement and Integration Plan for 2026-2029.

Move to approve the Achievement and Integration Plan for submission to MDE with updates to the Multi-district Collaboration Council to its present membership before submission. This motion, made by Todd Sheehan and seconded by Michael Zimmerman, Carried.

Brad Aaseth: Yea, Sandy Benson: Yea, Mary Ella Clouse: Yea, Dr. Todd Frank: Yea, Greg Peppel: Yea, Todd Sheehan: Yea, Michael Zimmerman: Yea
Yea: 7, Nay: 0

VIII.B. No Student Day on May 21.

I move to designate May 21, 2026 as a non-instructional day to allow staff time for classroom packing and final summer preparations. This motion, made by Mary Ella Clouse and seconded by Brad Aaseth, Carried.

Brad Aaseth: Yea, Sandy Benson: Yea, Mary Ella Clouse: Yea, Dr. Todd Frank: Yea, Greg Peppel: Yea, Todd Sheehan: Yea, Michael Zimmerman: Yea
Yea: 7, Nay: 0

VIII.C. First and Final Reading of Policies 102, 203.6, 522, 522.1, and Third and Final Reading of Policies 211, 306, 606, and 712.

I move to approve Policies 102, 203.6, 522, 522.1, 211, 306, 606, and 712 as published in the board packet. This motion, made by Todd Sheehan and seconded by Michael Zimmerman, Carried.

Brad Aaseth: Yea, Sandy Benson: Yea, Mary Ella Clouse: Yea, Dr. Todd Frank: Yea, Greg Peppel: Yea, Todd Sheehan: Yea, Michael Zimmerman: Yea
Yea: 7, Nay: 0

VIII.D. Second of three readings of Policies: 404, 410, 503, and 530

VIII.E. First of three readings for Policies; 203.2, 203.5, 521, 701, and 807

VIII.F. Resolution for Acceptance of Gifts

VIII.G. Change of membership for the Finance Committee

None. This motion, made by Dr. Todd Frank and seconded by Sandy Benson, Carried.

Brad Aaseth: Yea, Sandy Benson: Yea, Mary Ella Clouse: Yea, Dr. Todd Frank: Yea, Greg Peppel: Yea, Todd Sheehan: Yea, Michael Zimmerman: Yea
Yea: 7, Nay: 0

VIII.H. move to enter closed session

Move to enter closed session, under MN Statute 13.D.05 Subsection 3A to discuss Superintendent Tydlacka's performance. This motion, made by Mary Ella Clouse and seconded by Sandy Benson, Carried.

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

Peppel: Yea, Todd Sheehan: Yea, Michael Zimmerman: Yea
Yea: 7, Nay: 0

1. Review staff survey feedback captured by Superintendent Tydlacka.
2. Board feedback of Superintendent Tydlacka.
3. Provide guidance, goals, and direction.
4. Discuss timing for next Superintendent review.

Session was closed at 8:06pm.

VIII.I. reopen meeting
The meeting reopened at 9:10 pm.

IX. Upcoming dates:

IX.A. Upcoming dates:

May 18, 2026 School board work session, Media Center, 6:00PM
May 18, 2026 Regular School Board Meeting, Media Center, 7:00PM
May 22, 2026 Graduation Commencement, Olivia campus large gym 7:00PM
June 22, 2026 Regular School Board Meeting, Media Center, 7:00PM

X. Adjourn

I move to adjourn the meeting. This motion, made by Michael Zimmerman and seconded by Brad Aaseth, Carried.

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

Yea: 7, Nay: 0

The meeting adjourned at 9:11 pm.

May 18, 2026 Board Meeting

NEW HIRES:

1. Michael Landquist, Varsity Boys Basketball
2. Megan Sirek, 5-8 STEAM

RESIGNATIONS/TERMINATIONS:

1. Jake Brustuen, JH Boys Basketball

LEAVES OF ABSENCES:

1. Emma Burkett, Maternity Leave
2. Alexandra Jones, Maternity Leave

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54019	CH	1	6292	Matthew Felegy	04/24/2026	\$130.00	99212	E 01 020 296 980 000 305	4/24 SB	
Check Total:							\$130.00				
HOME	54020	CH	1	4647	REED STADTHER	04/24/2026	\$100.00	99213	E 01 020 296 980 000 305	4/24 SB	
Check Total:							\$100.00				
HOME	54021	CH	1	1194	RICH POHLMEIER	04/24/2026	\$130.00	99211	E 01 020 296 980 000 305	4/24 SB	
Check Total:							\$130.00				
HOME	54022	CH	1	6319	Dan Wessel	04/28/2026	\$170.00	99241	E 01 020 296 980 000 305	4/28 SB Umpire	
Check Total:							\$170.00				
HOME	54023	CH	1	6320	Dan Zetah	04/28/2026	\$170.00	99242	E 01 020 296 980 000 305	4/28 SB Umpire	
Check Total:							\$170.00				
HOME	54024	CH	1	6205	Erick Jensen	04/28/2026	\$260.00	99239	E 01 020 294 976 000 305	4/28 Baseball Umpire	
Check Total:							\$260.00				
HOME	54025	CH	1	6318	Marvin Poegel	04/28/2026	\$170.00	99240	E 01 020 296 980 000 305	4/28 SB Umpire	
Check Total:							\$170.00				
HOME	54026	CH	1	6314	Mike Felcyn	04/28/2026	\$260.00	99237	E 01 020 294 976 000 305	4/28 Baseball Umpire	
Check Total:							\$260.00				
HOME	54027	CH	1	2928	WAYNE COOK	04/28/2026	\$260.00	99238	E 01 020 294 976 000 305	4/28 Baseball Umpire	
Check Total:							\$260.00				
HOME	54028	CH	1	01474	BOLD EDUCATION ASSOCIATION	04/30/2026	\$2,473.80	99218	B 01 215 040	B.O.L.D. Ed Asso Dues	
Check Total:							\$2,473.80				
HOME	54029	CH	1	4924	F&M BANK MINNESOTA	04/30/2026	\$30.00	99231	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$30.00				
HOME	54030	CH	1	5552	Greater Community Credit Union	04/30/2026	\$100.00	99226	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$100.00				
HOME	54031	CH	1	2812	HOMETOWN BANK	04/30/2026	\$876.17	99225	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$876.17				
HOME	54032	CH	1	4158	KENSINGTON BANK	04/30/2026	\$75.00	99229	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	54033	CH	1	5963	Magnifi Financial	04/30/2026	\$75.00	99228	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	54034	CH	1	5581	Mid Country Bank	04/30/2026	\$225.00	99227	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$225.00				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

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Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54035	CH	1	02290	MN COUNCIL 65 AFSCME	04/30/2026	\$480.85	99215	B 01 215 044	Union Dues	
Check Total:							\$480.85				
HOME	54036	CH	1	6247	UMB HSA	04/30/2026	\$518.75	99230	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$518.75				
HOME	54037	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	04/30/2026	\$15.00	99236	B 01 215 000	Payroll Deductions	
Check Total:							\$15.00				
HOME	54038	CH	1	6321	Olivia Hospital & Clinic	04/29/2026	\$380.00	99243	E 01 005 110 000 000 820	Expense reimbursement	
Check Total:							\$380.00				
HOME	54039	CH	1	6321	Olivia Hospital & Clinic	04/29/2026	\$124.00	99244	E 01 005 110 000 000 820	Expense reimbursement	
Check Total:							\$124.00				
HOME	54040	CH	1	00242	I.S.D. #2180 MACCRAY	05/01/2026	\$125.00	99249	E 01 020 292 972 000 369	4/28 Track Meet Entry Fee	
Check Total:							\$125.00				
HOME	54041	CH	1	3454	KANDIYOHI COUNTY HIST. SOCIETY	05/01/2026	\$125.00	99251	E 01 015 203 910 000 369	Kandiyohi Historical Society - 2nd Grade F	
Check Total:							\$125.00				
HOME	54042	CH	1	5535	MILROY IRISH BASEBALL CLUB	05/01/2026	\$400.00	99248	E 01 020 294 976 000 369	05-02 Baseball Entry Fee	
Check Total:							\$400.00				
HOME	54043	CH	1	3228	PRAIRIE WOODS ENVIRONMENTAL LEAF	05/01/2026	\$651.00	99246	E 01 015 203 910 000 369	1st grade field trip	
Check Total:							\$651.00				
HOME	54044	CH	1	3465	RENVILLE CO. HISTOR. SOCIETY	05/01/2026	\$250.00	99247	E 01 015 203 910 000 369	3rd grade field trip	
Check Total:							\$250.00				
HOME	54045	CH	1	6204	Titan Environmental	05/01/2026	\$114,959.50	99250	E 01 005 866 000 358 305	Abatement work Removal and disposal of	
Check Total:							\$114,959.50				
HOME	54046	CH	1	1907	TRACY PUBLIC SCHOOLS	05/01/2026	\$150.00	99245	E 01 020 292 972 000 369	4/21 Track	
Check Total:							\$150.00				
HOME	54047	CH	1	4759	AMERICAN RED CROSS	05/05/2026	\$180.00	99252	E 05 005 120 000 000 305	Water Safety Instructor Fee	
Check Total:							\$180.00				
HOME	54048	CH	1	4477	EDUCATORS BENEFIT CONSULTANTS, L	05/05/2026	\$70.25	99261	E 01 005 160 000 000 305	ACS TPA Monthly Fee	
Check Total:							\$70.25				
HOME	54049	CH	1	5806	Grizzly Supply, INC	05/05/2026	(\$71.88)	99285	E 01 020 331 000 830 433	47167 Reinforcing angles	
HOME	54049	CH	1	5806	Grizzly Supply, INC	05/05/2026	\$119.64	99285	E 01 020 331 000 830 433	47167 hurricane ties	
HOME	54049	CH	1	5806	Grizzly Supply, INC	05/05/2026	\$71.88	99286	E 01 020 331 000 830 433	47166 Reinforcing angles	

Bird Island - Olivia - Lake Lillian District #2534

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Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54049	CH	1	5806	Grizzly Supply, INC	05/05/2026	\$35.68	99286	E 01 020 331 000 830 433	47166 4x4 10 ft. ground contact	
Check Total:							\$155.32				
HOME	54050	CH	1	6240	Groves Learning Organization	05/05/2026	\$1,842.00	99284	E 04 001 590 000 351 460	Knowledge-Based Comprehension Books	
Check Total:							\$1,842.00				
HOME	54051	CH	1	01045	I.S.D. #0347 WILLMAR	05/05/2026	\$200.00	99255	E 01 020 292 971 000 369	4/9 Golf Entry Fee	
Check Total:							\$200.00				
HOME	54052	CH	1	02492	I.S.D. #0422 GLENCOE	05/05/2026	\$20.00	99254	E 01 020 298 951 000 369	Knowledge Bowl fee on 2-12-22	
Check Total:							\$20.00				
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$1,961.76	99270	E 02 005 770 000 701 490	SY - Lunch	
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$2,450.42	99271	E 02 005 770 000 701 490	SY - Lunch	
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$61.43	99272	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$205.70	99273	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$418.58	99269	E 02 005 770 000 705 490	SY - Breakfast	
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$127.00	99266	E 02 005 770 000 701 490	SY - Lunch	
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$63.50	99267	E 02 005 770 000 701 490	SY - Lunch	
HOME	54053	CH	1	5470	Indianhead Foodservice Distributor, Inc.	05/05/2026	\$449.23	99268	E 02 005 770 000 705 490	SY - Breakfast	
Check Total:							\$5,737.62				
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$13.58	99265	E 01 020 810 000 000 401	906125 corner braces, misc	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$2.65	99279	E 01 005 110 000 000 401	906281 fastners	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$23.99	99281	E 01 005 110 000 000 401	906364 driver bits	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$19.52	99277	E 01 020 810 000 000 401	906262 misc.	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$37.99	99280	E 01 005 110 000 000 401	906145 rt. angle attachment	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$60.22	99263	E 01 020 810 000 000 401	906079 painting supplies	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$10.99	99282	E 01 005 110 000 000 401	906382 ant bait traps	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$59.98	99276	E 01 020 810 000 000 401	906253 strap	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$19.27	99274	E 01 020 810 000 000 401	906212 bulk fastners, swivel casters	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$119.88	99262	E 01 020 294 973 000 401	906080 spray paint, marking paint	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$23.96	99278	E 01 020 810 000 000 401	906323 duct tape	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$299.99	99275	E 01 020 810 000 000 350	906149 utility pump	
HOME	54054	CH	1	5214	MAC'S HARDWARE	05/05/2026	\$8.99	99264	E 01 020 810 000 000 401	906057 Mold mildew remover	
Check Total:							\$701.01				
HOME	54055	CH	1	00529	MASSP	05/05/2026	\$615.00	99253	E 01 020 211 000 000 820	MASSP Membership Dues- Active	
HOME	54055	CH	1	00529	MASSP	05/05/2026	\$250.00	99253	E 01 020 211 000 000 820	NASSP Membership Dues- Individual	

Bird Island - Olivia - Lake Lillian District #2534

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Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54055	CH	1	00529	MASSP	05/05/2026	\$30.00	99253	E 01 020 211 000 000 820	MASSP Division Dues- Southwest
HOME	54055	CH	1	00529	MASSP	05/05/2026	\$99.00	99253	E 01 020 211 000 000 820	ELN Subscription
Check Total:								\$994.00		
HOME	54056	CH	1	5971	Mystery Science	05/05/2026	\$499.99	99283	E 04 001 590 000 351 460	Mystery Science School Membership
Check Total:								\$499.99		
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	(\$49.47)	99302	E 01 020 301 000 000 430	796389 bulbs
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$12.49	99256	E 01 020 301 000 000 430	797983 oil filter
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$6.99	99256	E 01 020 301 000 000 430	797083 spark plug
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$4.99	99292	E 01 020 301 000 000 430	795373 cleaner
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$14.99	99292	E 01 020 301 000 000 430	795373 cleaner
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$42.50	99292	E 01 020 301 000 000 430	795373 cleaner
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$7.34	99292	E 01 020 301 000 000 430	795373 cleaner
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$32.98	99298	E 01 020 301 000 000 430	796178 bulb
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$16.49	99298	E 01 020 301 000 000 430	796178 bulb
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$18.99	99294	E 01 020 301 000 000 430	795717 kit
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$57.99	99295	E 01 020 301 000 000 430	795755 battery
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$11.49	99296	E 01 020 301 000 000 430	795936 cleaner
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$12.74	99296	E 01 020 301 000 000 430	795936 rivets
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$5.45	99296	E 01 020 301 000 000 430	795936 filter
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$12.98	99296	E 01 020 301 000 000 430	795936 oil
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$26.98	99296	E 01 020 301 000 000 430	795936 paint
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$21.69	99296	E 01 020 301 000 000 430	795936 filter
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$21.96	99297	E 01 020 301 000 000 430	796167 spark plug
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$18.99	99297	E 01 020 301 000 000 430	796167 wire
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$16.49	99257	E 01 020 301 000 000 430	797212 oil filter
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$8.99	99299	E 01 020 301 000 000 430	796292 switch
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$4.69	99299	E 01 020 301 000 000 430	796292 oil
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$34.30	99299	E 01 020 301 000 000 430	796292 belt
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$29.94	99293	E 01 020 301 000 000 430	795684 fuel line
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$6.99	99300	E 01 020 301 000 000 430	796356 sparkplug
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$35.94	99300	E 01 020 301 000 000 430	796356 fuel line
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$31.49	99300	E 01 020 301 000 000 430	796356 zip ties
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$49.47	99301	E 01 020 301 000 000 430	796389 bulbs

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$74.13	99303	E 01 020 301 000 000 430	796432 switch
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$24.69	99303	E 01 020 301 000 000 430	796432 lamp
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$13.49	99303	E 01 020 301 000 000 430	796432 paint
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$113.49	99258	E 01 020 301 000 000 430	796843 Battery
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$22.50	99258	E 01 020 301 000 000 430	796843 Battery
HOME	54057	CH	1	5835	NAPA Auto Parts	05/05/2026	\$21.96	99258	E 01 020 301 000 000 430	796843 spark plugs
Check Total:								\$787.12		
HOME	54058	CH	1	00113	SW/WC SERVICE COOP	05/05/2026	\$165.00	99289	E 01 020 298 951 000 369	Knowledge Bowl Registration
HOME	54058	CH	1	00113	SW/WC SERVICE COOP	05/05/2026	\$165.00	99291	E 01 005 110 000 000 401	2 Cases of Checkstock
HOME	54058	CH	1	00113	SW/WC SERVICE COOP	05/05/2026	\$10,000.00	99288	E 01 005 110 000 000 305	Business Management - Payroll/Finance
HOME	54058	CH	1	00113	SW/WC SERVICE COOP	05/05/2026	\$10,090.75	99290	E 01 005 108 405 000 316	Technology Support
HOME	54058	CH	1	00113	SW/WC SERVICE COOP	05/05/2026	\$586.65	99290	E 01 005 630 257 302 305	Cybersecurity Service
HOME	54058	CH	1	00113	SW/WC SERVICE COOP	05/05/2026	\$6,786.00	99287	E 01 005 850 000 389 335	3 of 4 of 25-26 SWWC Lease Allocation
Check Total:								\$27,793.40		
HOME	54059	CH	1	02546	WEST CENTRAL SANITATION	05/05/2026	\$642.59	99259	E 01 015 810 000 000 332	sanitation services BI
HOME	54059	CH	1	02546	WEST CENTRAL SANITATION	05/05/2026	\$738.80	99260	E 01 015 810 000 000 332	sanitation services BI
Check Total:								\$1,381.39		
HOME	54060	CH	1	3416	BRAD AUGUSTIN	05/05/2026	\$260.00	99305	E 01 020 294 976 000 305	5/5 Baseball Umpire
Check Total:								\$260.00		
HOME	54061	CH	1	6322	Brandon Tauer	05/05/2026	\$260.00	99307	E 01 020 294 976 000 305	5/5 Baseball Umpire
Check Total:								\$260.00		
HOME	54062	CH	1	5018	BRUCE KAARDAL	05/05/2026	\$130.00	99304	E 01 020 292 972 000 305	Track 5/4
Check Total:								\$130.00		
HOME	54063	CH	1	4874	MARK BUERKLE	05/05/2026	\$260.00	99306	E 01 020 294 976 000 305	5/5 Baseball Umpire
Check Total:								\$260.00		
HOME	54064	CH	1	6276	Owen Flann	05/05/2026	\$100.00	99308	E 01 020 294 976 000 305	5/8 Baseball Umpire
Check Total:								\$100.00		
HOME	54065	CH	1	6276	Owen Flann	05/05/2026	\$50.00	99309	E 01 020 296 980 000 305	5/4 SB
Check Total:								\$50.00		
HOME	54066	CH	1	4730	SUBWAY	05/08/2026	\$351.85	99310	E 01 005 110 000 000 401	Staff Appreciation Day Lunch 5/8
Check Total:								\$351.85		

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Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54067	CH	1	6323	Griffen Matthews	05/08/2026	\$260.00	99319	E 01 020 296 980 000 305	5/14 SB	
Check Total:							\$260.00				
HOME	54068	CH	1	6134	Mark Kaardal	05/08/2026	\$130.00	99316	E 01 020 292 972 000 305	Track 5/12	
Check Total:							\$130.00				
HOME	54069	CH	1	6134	Mark Kaardal	05/08/2026	\$130.00	99317	E 01 020 292 972 000 305	Track 5/14	
Check Total:							\$130.00				
HOME	54070	CH	1	6276	Owen Flann	05/08/2026	\$260.00	99311	E 01 020 296 980 000 305	5/8 SB	
HOME	54070	CH	1	6276	Owen Flann	05/08/2026	\$100.00	99312	E 01 020 294 976 000 305	5/8 BB	
Check Total:							\$360.00				
HOME	54071	CH	1	6276	Owen Flann	05/08/2026	\$50.00	99315	E 01 020 296 980 000 305	5/15 SB	
Check Total:							\$50.00				
HOME	54072	CH	1	6276	Owen Flann	05/08/2026	\$50.00	99314	E 01 020 296 980 000 305	5/11 SB	
Check Total:							\$50.00				
HOME	54073	CH	1	6310	Peter Haller	05/08/2026	\$260.00	99320	E 01 020 296 980 000 305	5/14 SB	
Check Total:							\$260.00				
HOME	54074	CH	1	4741	RANDALL POPP	05/08/2026	\$260.00	99318	E 01 020 296 980 000 305	5/14 SB	
Check Total:							\$260.00				
HOME	54075	CH	1	4647	REED STADTHER	05/08/2026	\$50.00	99313	E 01 020 294 976 000 305	5/8 BB	
Check Total:							\$50.00				
HOME	54086	CH	1	5067	AMAZEN FARM YARD	05/14/2026	\$400.00	99359	E 01 015 203 910 000 369	Kinder Field trip	
HOME	54086	CH	1	5067	AMAZEN FARM YARD	05/14/2026	\$60.00	99359	E 01 015 203 910 000 369	6 adults	
Check Total:							\$460.00				
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$117.37	99396	E 02 005 770 000 701 401	Dishrack dolly base	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$25.92	99396	E 02 005 770 000 701 401	Spoodle 2oz perf	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$268.50	99396	E 02 005 770 000 701 401	freight	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$120.60	99397	E 02 005 770 000 701 401	Oven mitt heavy duty 6 pack	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$69.74	99397	E 02 005 770 000 701 401	Thermometer digital pocket max pen	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$26.72	99397	E 02 005 770 000 701 401	Thermometer digital pocket pen style	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$20.46	99397	E 02 005 770 000 701 401	freight	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$303.63	99398	E 02 005 770 000 701 401	Riser, spray unit pre rinse, spring overhea	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$143.69	99399	E 02 005 770 000 701 401	oven mitt heavy duty, freight	

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Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54087	CH	1	6107	BOELTER COMPANIES INC.	05/14/2026	\$50.57	99400	E 02 005 770 000 701 401	scour pad heavy duty, freight	
Check Total:							\$1,147.20				
HOME	54088	CH	1	3615	BSN SPORTS, LLC	05/14/2026	\$47.96	99373	E 01 020 292 969 000 401	Baseball Line up Cards	
HOME	54088	CH	1	3615	BSN SPORTS, LLC	05/14/2026	\$139.96	99374	E 01 020 292 964 000 401	More Skin, Tuf-Skin	
HOME	54088	CH	1	3615	BSN SPORTS, LLC	05/14/2026	\$400.00	99375	E 01 020 296 980 000 401	Fill In Order-Softball Pants	
HOME	54088	CH	1	3615	BSN SPORTS, LLC	05/14/2026	\$2,905.51	99370	E 01 020 296 980 000 401	Softball Supplies Gloves, buckets, playboc	
HOME	54088	CH	1	3615	BSN SPORTS, LLC	05/14/2026	\$1,314.86	99371	E 01 020 294 976 000 401	Baseball Order	
HOME	54088	CH	1	3615	BSN SPORTS, LLC	05/14/2026	\$1,913.18	99372	E 01 020 296 980 000 401	Youth Softball Equipment	
Check Total:							\$6,721.47				
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$579.90	99407	E 02 005 770 000 701 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$11,018.12	99407	E 01 020 810 000 000 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$2.39	99405	E 02 005 770 000 701 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$45.49	99405	E 01 020 810 000 000 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$118.77	99403	E 02 005 770 000 701 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$2,256.71	99403	E 01 020 810 000 000 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$10.24	99404	E 02 005 770 000 701 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$194.48	99404	E 01 020 810 000 000 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$6.16	99406	E 02 005 770 000 701 330	utilities	
HOME	54089	CH	1	00435	CITY OF OLIVIA	05/14/2026	\$117.08	99406	E 01 020 810 000 000 330	utilities	
Check Total:							\$14,349.34				
HOME	54090	CH	1	4471	CMF TREE SERVICE	05/14/2026	\$561.59	99361	E 01 020 810 000 000 332	20 yd roll off, landfill fee	
HOME	54090	CH	1	4471	CMF TREE SERVICE	05/14/2026	\$552.91	99362	E 01 020 810 000 000 332	20 yd roll off, landfill fee	
Check Total:							\$1,114.50				
HOME	54091	CH	1	6296	Culligan of Olivia	05/14/2026	\$473.75	99402	E 01 020 810 000 000 401	salt, bottled water, cool rental	
Check Total:							\$473.75				
HOME	54092	CH	1	5381	DUFAULT PUBLISHING INC	05/14/2026	\$843.84	99376	E 01 015 203 000 000 401	Elem. Yearbooks	
HOME	54092	CH	1	5381	DUFAULT PUBLISHING INC	05/14/2026	\$1,807.37	99377	E 01 020 211 600 000 401	Diploma Covers, caps, tassels, honor corc	
Check Total:							\$2,651.21				
HOME	54093	CH	1	5806	Grizzly Supply, INC	05/14/2026	\$21.36	99380	E 01 020 331 000 830 433	rafter ties	
HOME	54093	CH	1	5806	Grizzly Supply, INC	05/14/2026	\$28.67	99381	E 01 020 331 000 830 433	rafter ties, screws	
Check Total:							\$50.03				
HOME	54094	CH	1	02203	HILLYARD Inc.	05/14/2026	\$77.74	99394	E 01 020 810 000 000 401	90127409 supplies	
HOME	54094	CH	1	02203	HILLYARD Inc.	05/14/2026	\$6,677.96	99367	E 01 020 810 000 000 401	HIL 9907315 Scrubber IMOP XXL 24.4 in	

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

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Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54094	CH	1	02203	HILLYARD Inc.	05/14/2026	\$98.49	99393	E 01 020 810 000 000 401	90119818 supplies	
HOME	54094	CH	1	02203	HILLYARD Inc.	05/14/2026	\$12,608.87	99392	E 01 020 810 000 000 401	90118757 supplies	
HOME	54094	CH	1	02203	HILLYARD Inc.	05/14/2026	(\$2,029.11)	99395	E 01 020 810 000 000 401	90130521 credit	
Check Total:							\$17,433.95				
HOME	54095	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	05/14/2026	\$19.62	99366	E 05 005 120 000 000 350	Testing DPD	
HOME	54095	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	05/14/2026	\$12.83	99366	E 05 005 120 000 000 350	Testing Hardness Reagent	
HOME	54095	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	05/14/2026	\$14.32	99366	E 05 005 120 000 000 350	Testing Calcium Buffer	
HOME	54095	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	05/14/2026	\$10.92	99366	E 05 005 120 000 000 350	Testing Cyanuric	
HOME	54095	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	05/14/2026	\$13.05	99366	E 05 005 120 000 000 350	Testing PH #4	
HOME	54095	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	05/14/2026	\$429.66	99366	E 05 005 120 000 000 350	UN2880 Calcium Hypochlorite Pucks	
HOME	54095	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	05/14/2026	\$85.00	99366	E 05 005 120 000 000 350	Shipping and Handing	
Check Total:							\$585.40				
HOME	54096	CH	1	6272	Lisa Meints	05/14/2026	\$90.00	99358	E 01 005 110 000 000 401	Retirement treats	
Check Total:							\$90.00				
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$6.49	99386	E 01 020 810 000 000 401	906423 couplings	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$22.45	99387	E 01 020 810 000 000 401	906417 ant killer	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$75.96	99388	E 02 005 770 000 701 401	906441 wheels for kitchen warmer	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$47.96	99389	E 02 005 770 000 701 401	906590 brooms cloths hose clamps	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$22.99	99390	E 01 020 301 000 628 430	drill bit	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$7.99	99390	E 01 020 301 000 628 430	nails	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$12.99	99390	E 01 020 301 000 628 430	nails	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$23.97	99391	E 05 005 120 000 000 401	Batteries and Cleaning Supplies	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$47.99	99383	E 05 005 120 000 000 401	Paint and Supplies	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$7.98	99383	E 05 005 120 000 000 401	Brushed	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$22.97	99384	E 01 020 810 000 000 401	906465 wasp spray etc.	
HOME	54097	CH	1	5214	MAC'S HARDWARE	05/14/2026	\$126.97	99385	E 01 020 810 000 000 401	906431 squeegees	
Check Total:							\$426.71				
HOME	54098	CH	1	00219	MARCO TECHNOLOGIES LLC	05/14/2026	\$6,547.08	99401	E 01 005 110 000 000 560	contract payment - March, April, May 2026	
Check Total:							\$6,547.08				
HOME	54099	CH	1	5991	MSBA	05/14/2026	\$230.00	99365	E 01 005 010 000 000 366	Peppel Phase 3	
HOME	54099	CH	1	5991	MSBA	05/14/2026	\$230.00	99364	E 01 005 010 000 000 366	Zimmerman Phase 3	
Check Total:							\$460.00				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54100	CH	1	5501	Northern Star Base Camp	05/14/2026	\$99.00	99368	E 01 015 203 910 000 369	Teamwork Day Trip	
Check Total:							\$99.00				
HOME	54101	CH	1	00439	OLIVIA MACHINE SHOP	05/14/2026	\$330.00	99363	E 01 020 301 000 000 430	Argon gas tank lease	
Check Total:							\$330.00				
HOME	54102	CH	1	1887	PITNEY BOWES PURCHASE POWER	05/14/2026	\$526.44	99409	E 01 005 110 000 000 329	Postage, Activity charge	
Check Total:							\$526.44				
HOME	54103	CH	1	3228	PRAIRIE WOODS ENVIRONMENTAL LEAF	05/14/2026	\$996.00	99369	E 01 015 203 910 000 369	teambuilding, flying squirrel, climbing towe	
Check Total:							\$996.00				
HOME	54104	CH	1	4891	ROB VAN DER HAGEN	05/14/2026	\$400.00	99378	E 21 020 298 999 301 401	DJ Service for prom 4/2026	
Check Total:							\$400.00				
HOME	54105	CH	1	4721	SQUIRES, WALDSPURGER, & MACE, PA.	05/14/2026	\$3,364.00	99379	E 01 005 150 000 000 305	Legal Correspondence	
Check Total:							\$3,364.00				
HOME	54106	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	05/14/2026	\$98,190.75	99408	E 01 005 760 000 720 360	May Routes	
HOME	54106	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	05/14/2026	\$22,486.70	99408	E 01 005 760 000 720 360	Apr/May Extra Curricular	
HOME	54106	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	05/14/2026	\$646.12	99408	E 01 005 760 000 720 441	April Fuel - Gas	
HOME	54106	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	05/14/2026	\$2,751.13	99408	E 01 005 760 000 720 441	April Fuel - Diesel	
Check Total:							\$124,074.70				
HOME	54107	CH	1	3282	THE MCDOWELL AGENCY, INC	05/14/2026	\$1,488.30	99382	E 01 005 110 000 000 305	Background checks	
Check Total:							\$1,488.30				
HOME	54108	CH	1	2825	WEST CENTRAL CONFERENCE	05/14/2026	\$1,186.00	99360	R 01 020 292 972 000 050	Admission/Gate-WCC Track Meet gate adr	
Check Total:							\$1,186.00				
Bank HOME Total:							\$351,983.10				
Report Total:							\$351,983.10				

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Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	00063	AFLAC	04/30/2026	\$1,068.07	99214	B 01 215 031	AFLAC, Mn Mut, NCPERS, HoraceMannLif
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	04/30/2026	\$332.50	99217	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	04/30/2026	\$687.54	99224	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	04/30/2026	\$904.18	99220	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	04/30/2026	\$479.21	99220	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	04/30/2026	\$2,845.90	99216	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	04/30/2026	\$908.39	99234	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	04/30/2026	\$116.68	99221	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	04/30/2026	\$41.66	99219	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	04/30/2026	\$454.16	99219	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	04/30/2026	\$11,263.60	99223	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	04/30/2026	\$31,665.84	99222	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	04/30/2026	\$8,154.56	99232	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	04/30/2026	\$6,896.59	99233	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	04/30/2026	\$27,556.25	99235	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	00063	AFLAC	04/30/2026	\$1,032.20	99356	B 01 215 031	AFLAC, Mn Mut, NCPERS, HoraceMannLif
HOME		NX	1	00064	BREMER BANK, NA10	04/30/2026	\$92.40	99353	E 01 005 110 000 000 305	ACH Billing
HOME		NX	1	00064	BREMER BANK, NA10	04/30/2026	\$90.70	99346	E 01 005 110 000 000 305	ACH Billing
HOME		NX	1	00064	BREMER BANK, NA10	04/30/2026	\$90.70	99349	E 01 005 110 000 000 305	ACH Billing
HOME		NX	1	1772	XCEL ENERGY	04/30/2026	\$4,881.01	99344	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	2390	CENTERPOINT ENERGY	04/30/2026	\$24,437.56	99343	E 01 020 810 000 000 331	Fuel for Buildings
HOME		NX	1	2390	CENTERPOINT ENERGY	04/30/2026	\$13,141.27	99357	E 01 020 810 000 000 331	Fuel for Buildings
HOME		NX	1	2812	HOMETOWN BANK	04/30/2026	\$44.95	99345	E 01 005 110 000 000 305	Merch Bank Billing
HOME		NX	1	3120	MINNESOTA DEED UI	04/30/2026	\$11,649.19	99351	E 01 005 930 000 000 280	Benefits pd/ Adjustments - Regular Unemp
HOME		NX	1	4419	TASC	04/30/2026	\$377.68	99354	E 01 005 160 000 000 305	Admin fees
HOME		NX	1	4671	DELTA DENTAL MINNESOTA	04/30/2026	\$1,663.89	99348	B 01 215 032	Dental Ins
HOME		NX	1	5554	MN Public Employees Insurance Program	04/30/2026	\$42,685.80	99355	B 01 215 030	BCBS-Payroll Deductions
HOME		NX	1	5933	CENTURYLINK	04/30/2026	\$210.16	99347	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	5933	CENTURYLINK	04/30/2026	\$255.80	99352	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	6325	MN PFML	04/30/2026	\$11,474.83	99350	B 01 215 045	MN PFML Premiums
HOME		NX	1	6325	MN PFML	04/30/2026	\$63.46	99350	B 01 215 045	MN PFML Premiums
HOME		NX	1	6325	MN PFML	04/30/2026	\$0.37	99350	B 01 215 045	Rounding
HOME		NX	1	6325	MN PFML	04/30/2026	(\$0.37)	99350	E 01 005 110 000 000 219	Roudning
HOME		NX	1	3683	Amazon	04/30/2026	\$32.99	99415	E 01 020 301 000 000 430	Carburetor

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

					Pay/Void					
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	3683	Amazon	04/30/2026	\$59.94	99415	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	3683	Amazon	04/30/2026	\$17.09	99415	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	3683	Amazon	04/30/2026	\$23.95	99415	E 01 020 301 000 000 430	Carb Kit
HOME		NX	1	3683	Amazon	04/30/2026	\$333.84	99416	E 01 005 630 257 000 465	Adaptors, ipad cases
HOME		NX	1	3683	Amazon	04/30/2026	\$30.68	99417	E 01 020 301 000 000 430	Carb Kit
HOME		NX	1	3683	Amazon	04/30/2026	\$23.95	99417	E 01 020 301 000 000 430	Carb Kit
HOME		NX	1	3683	Amazon	04/30/2026	\$1,547.89	99418	E 01 005 630 257 100 555	Charger, charging stands, tvs, adapters, n
HOME		NX	1	3683	Amazon	04/30/2026	\$88.54	99419	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	04/30/2026	\$8.77	99419	E 01 020 301 000 000 430	carb gaskets
HOME		NX	1	3683	Amazon	04/30/2026	\$8.49	99419	E 01 020 301 000 000 430	carb gaskets
HOME		NX	1	3683	Amazon	04/30/2026	\$11.99	99419	E 01 020 301 000 000 430	carb gaskets
HOME		NX	1	3683	Amazon	04/30/2026	\$8.99	99419	E 01 020 301 000 000 430	carb gaskets
HOME		NX	1	3683	Amazon	04/30/2026	\$44.55	99419	E 01 020 301 000 000 430	brake hoses
HOME		NX	1	3683	Amazon	04/30/2026	\$16.89	99419	E 01 020 301 000 000 430	master cylinder
HOME		NX	1	3683	Amazon	04/30/2026	\$167.00	99419	E 01 020 301 000 000 430	Primary clutch
HOME		NX	1	3683	Amazon	04/30/2026	\$199.89	99419	E 01 020 301 000 000 430	Secondary clutch
HOME		NX	1	3683	Amazon	04/30/2026	\$45.54	99419	E 01 020 301 000 000 430	Brake Calipers
HOME		NX	1	3683	Amazon	04/30/2026	\$87.98	99420	E 01 020 292 969 000 401	Padlocks for BI Storage
HOME		NX	1	3683	Amazon	04/30/2026	\$89.90	99421	E 01 020 301 000 628 430	Welding pliers
HOME		NX	1	3683	Amazon	04/30/2026	\$68.41	99421	E 01 020 301 000 000 430	belt
HOME		NX	1	3683	Amazon	04/30/2026	\$319.05	99422	E 01 015 810 000 000 401	Custodial supplies - drain cleaner
HOME		NX	1	3683	Amazon	04/30/2026	\$103.55	99423	E 01 005 420 000 740 433	Kids Wobble Stool 2 pack
HOME		NX	1	3683	Amazon	04/30/2026	\$39.99	99423	E 01 005 420 000 740 433	Jerify 4 pc Wiggle Seat Inflatable Wobble C
HOME		NX	1	3683	Amazon	04/30/2026	\$11.88	99423	E 01 005 420 000 740 433	15 pack Chair Bands for Kids
HOME		NX	1	3683	Amazon	04/30/2026	\$18.27	99423	E 01 005 420 000 740 433	Flexible Seating Yoga Ball
HOME		NX	1	3683	Amazon	04/30/2026	\$21.17	99424	E 01 020 301 000 000 430	fuel valve
HOME		NX	1	3683	Amazon	04/30/2026	\$13.15	99424	E 01 020 301 000 000 430	gasket seal
HOME		NX	1	3683	Amazon	04/30/2026	\$172.93	99425	E 04 005 505 000 321 401	Hula Hoop Storage
HOME		NX	1	3683	Amazon	04/30/2026	\$7.99	99426	E 01 020 050 000 000 401	Fabric tape for grad gowns
HOME		NX	1	3683	Amazon	04/30/2026	\$1,438.89	99427	E 01 005 630 257 000 465	Adaptors, mounts, tvs, flash drives, cords
HOME		NX	1	3683	Amazon	04/30/2026	\$47.40	99428	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	3683	Amazon	04/30/2026	\$35.15	99428	E 01 020 301 000 000 430	spark plugs
HOME		NX	1	3683	Amazon	04/30/2026	\$86.99	99428	E 01 020 301 000 000 430	sweeper
HOME		NX	1	3683	Amazon	04/30/2026	\$21.99	99428	E 01 020 301 000 000 430	welding tips

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	3683	Amazon	04/30/2026	\$20.99	99429	E 01 015 203 000 000 430	Paint brushes - bulk
HOME		NX	1	3683	Amazon	04/30/2026	\$108.89	99430	E 01 015 258 233 000 350	Gator Cases Andante Series Molded ABS I
HOME		NX	1	3683	Amazon	04/30/2026	\$57.02	99413	E 01 020 301 000 628 430	CO2 Cartridges
HOME		NX	1	3683	Amazon	04/30/2026	\$15.99	99413	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	3683	Amazon	04/30/2026	\$15.99	99413	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	04/30/2026	\$34.15	99413	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	04/30/2026	\$48.99	99413	E 01 020 301 000 000 430	tire
HOME		NX	1	3683	Amazon	04/30/2026	\$42.50	99413	E 01 020 301 000 000 430	lawnmower bladeMISCELLANEOUS SUPPL
HOME		NX	1	3683	Amazon	04/30/2026	\$20.77	99413	E 01 020 301 000 000 430	carburetor
HOME		NX	1	3683	Amazon	04/30/2026	\$6.66	99413	E 01 020 301 000 000 430	kill switch
HOME		NX	1	3683	Amazon	04/30/2026	\$43.94	99413	E 01 020 301 000 000 430	oil pump
HOME		NX	1	3683	Amazon	04/30/2026	\$68.32	99413	E 01 020 301 000 000 430	tap and die set
HOME		NX	1	3683	Amazon	04/30/2026	\$21.99	99413	E 01 020 301 000 000 430	puller
HOME		NX	1	3683	Amazon	04/30/2026	(\$6.00)	99413	E 01 020 301 000 000 430	MISCELLANEOUS SUPPLIES
HOME		NX	1	3683	Amazon	04/30/2026	\$33.93	99414	E 01 005 110 000 000 401	District office supplies
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$13.19	99433	E 01 015 203 000 000 430	School space media
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$464.67	99433	E 05 005 120 000 000 305	American red cross
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	(\$31.92)	99433	E 05 005 120 000 000 305	American red cross
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$31.61	99433	E 01 005 640 000 316 366	staff dev meal
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$376.30	99433	E 01 005 630 257 000 465	tech supplies - ebay
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$72.46	99433	E 01 005 640 000 316 366	Walmart - staff dev supplies
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$32.96	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$28.55	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$87.30	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$109.36	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$18.13	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$40.38	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$93.10	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$506.81	99431	E 01 020 294 975 000 366	Wrestling State - parking, lodging, meals
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$686.40	99431	E 01 020 298 241 000 305	Dramatic Publishing - 3 Act
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$13.95	99431	E 01 020 298 964 000 401	Macs supplies
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$10.65	99431	E 01 020 298 964 000 401	USPS
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$13.95	99431	E 01 020 298 964 000 401	Spotify
HOME		NX	2	3614	HARRIS MASTERCARD	04/30/2026	\$390.00	99432	E 01 020 640 000 316 366	Pool Certification - B. Jahnz

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 04/24/2026-05/14/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	6307	US Bank	04/30/2026	\$920.00	99434	E 01 005 640 000 316 305	SWWC Staff dev
HOME		NX	1	6307	US Bank	04/30/2026	\$95.39	99434	E 01 020 292 964 000 401	Supplies - Activities
HOME		NX	1	6307	US Bank	04/30/2026	\$138.99	99434	E 01 005 640 000 316 305	Conf lodging - staff dev
HOME		NX	1	6307	US Bank	04/30/2026	\$277.98	99434	E 01 005 640 000 316 305	Conf lodging - staff dev

Check Total: \$215,746.74

Bank HOME Total:

Report Total:

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Operating Cash Balance
4/30/2026

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%	\$257,303.52
		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%	\$10,293.60
		Lentz Music Department	2426	3.04%	\$8,075.54
		Lentz Scholarships	2440	3.04%	\$31,355.95
		Money Market	202000939	0.25%	\$503,213.21
		IntraFi Cash for premium checking	282	3.00%	\$3,748,688.96
		Value Checking (Petty Cash)	2300846	0.00%	\$1,052.19
		Premium Checking	2701282	3.04%	(\$78,754.04)
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,368.20
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,543.80
		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%	\$5,248.44
		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					\$4,640,230.61

Fund Summary:

District Funds	\$ 4,433,999.32
Trust Funds	<u>\$ 206,231.29</u>
Total	<u>\$ 4,640,230.61</u>

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Referendum Construction Cash Balance
4/30/2026

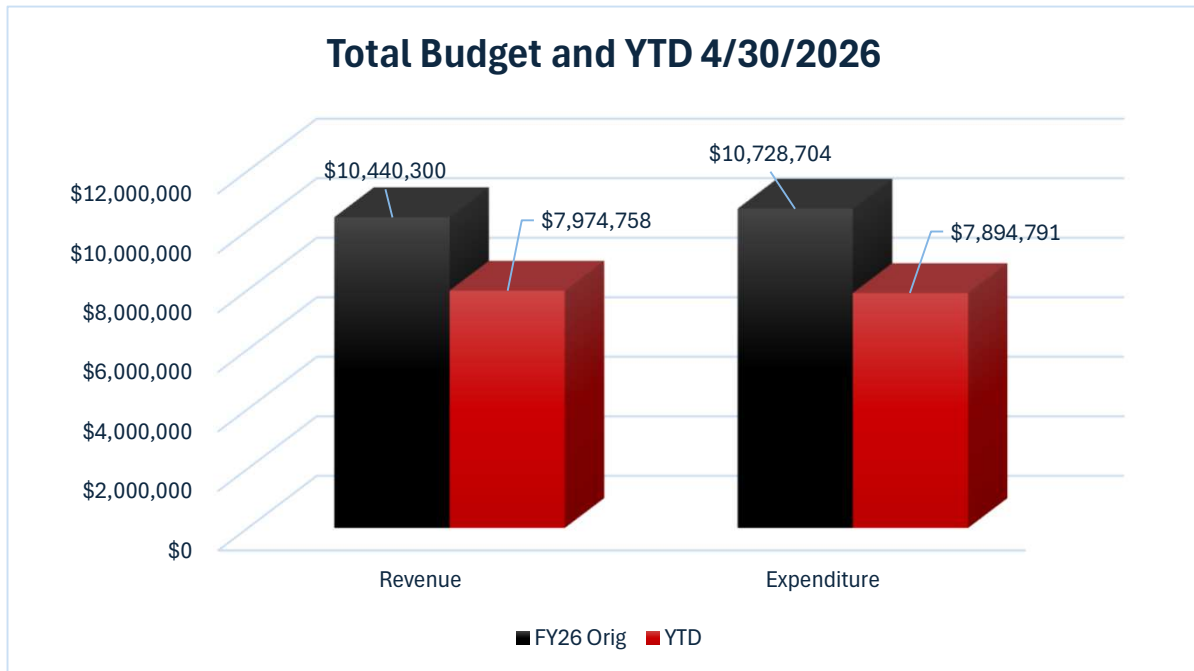
Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$132,012.09)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$409,371.78
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$13,197,427.22

Construction Balance \$13,474,786.91

BOLD ISD #2534
Monthly Operating Budget Report April 30, 2026

	<u>Revenue</u>		<u>Expense</u>	
FY26 Original	\$10,440,300		\$10,728,704	
Month Ending:		% of Total FY26 ORIG		% of Total FY26 ORIG
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	\$1,110,245	10.6%	\$1,008,653	9.4%
4/30/2026	\$951,725	9.1%	\$882,594	8.2%
5/31/2026		0.0%		0.0%
6/30/2026		0.0%		0.0%
Total YTD	\$7,974,758	76.4%	\$7,894,791	73.59%

* subject to change pending year end adjustments





BOLD Public Schools

CONSTRUCTION UPDATE | May 18, 2026

BOLD SCHOOL

NEXUS
SOLUTIONS®



CONSTRUCTION UPDATE | May 18, 2026

Bird Island Renovations

REMODEL & DEMO AREAS

Ongoing Work

› Demolition **COMPLETE!!**

Up Next

- › Civil work
- › Vestibules





CONSTRUCTION UPDATE | May 18, 2026

Olivia Renovations

FRONT ENTRANCE

AREA E – Ongoing

- › Completed Main Office finishes
- › Installing countertops
- › Addressing punch list items
- › Switching to temporary storefront 6/17

AREA E – Up Next

- › Front site work – landscaping and hardscape





CONSTRUCTION UPDATE | May 18, 2026

Olivia Renovations

1922 BUILDING DEMO & ADDITION

AREA D - Ongoing Work

- › COMPLETED footings and foundation work
- › Began infill of the area, continues this week
- › Began work on masonry walls, expected to continue over the next month

AREA D – Up Next

- › Steel work set to begin in two weeks, giving masonry team time to get ahead





CONSTRUCTION UPDATE | May 18, 2026

Olivia Renovations

PRE-SUMMER 2026 WORK



- › Demolition and abatement in locker rooms and north toilet rooms
- › Demolition and rebuild of Band room has begun, along with toilet rooms, locker rooms

Superintendent Board Report
BOLD Public Schools
May 18, 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:**
 - Mothers

- **General Updates:**
 - DAC (District Advisory Committee) Update
 - Abby Brede, Levi Swanson
 - Sarah Iverson
 - Charli Thompson
 - Elizabeth Torkelson
 - 0 community members
 - Todd Frank, MaryElla Clouse

- **Legislative Updates:**
 - Compensatory Revenue
 - Senate offering 25 million dollar infusion/the ask was 50 million
 -

- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - Bird Island building demo
 - Area E to be finished soon
 - expenditures/balance
 - BI Flooding
 - Penalties for delays are not built into the Nexus contract
 - SE Bathrooms
 - Olivia gym floor

- **Community Engagement**

- Kiwanis giving away bicycle helmets at RCW and BOLD
- Leaving Iowa
- Track and Field
- Softball
- Baseball

**Superintendent Board Report
BOLD Public Schools
April 27, 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:**

- Brandon, Jason, Nancy, Aimee, Perry, John Thompson, Nexus, for quick work on BI flooding
- FFA for the pancakes AND sausages
- Literary Club
- Coffee Club
- Staff getting mentally prepared for another shuffle of space
- St. Mary’s for hosting the Migrant Program this summer

- **General Updates:**

- Migrant program will continue this summer at St. Mary’s School
 - Using our food service
- Kris, Derek, Missy, and I are working with Pat Walsh and New Tech High
 - Personalizing Education Conference in Hunter, ND in June
 - Presentation to the board forthcoming
- Working with HomeTown Bank to upgrade our payment system with Positive Pay
 - More efficient
 - More secure
- DAC (District Advisory Committee) Update
 - 2 student members

- 2 teacher members
 - 2 parent members
 - 0 community members
 - Board members?
- **Legislative Updates:**
 - House Ed Finance:
 - GOP Gavel
 - Repeal Special Education Cut (50 million)
 - Repurpose Northern Express light rail funding for Safe Schools
 - DFL Gavel
 - Increase Student Support Personnel Aid
 - Review Walz supplemental education plan
 - Senate Ed Finance:
 - Proposing to modify restrictive procedures for students with disabilities
 -
- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - Bird Island building demo
 - Area E to be finished soon
 - expenditures/balance
 - BI Flooding
- **Community Engagement**
 - Thursday morning coffee/tea with Mr. T
 - Book club
 - Kiwanis
 - The Register
 - Creating a Better Future

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
 - Creating a Better Future

**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

Mission Statement

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- **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 Schmieg/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 won 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

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Vision Statement

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

May 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>Fastbridge, Capti, and MCA...oh my!</p> <ul style="list-style-type: none">- We have just a few students who need to finish Fastbridge and Capti testing.- Next year, we are looking at setting up a different schedule, especially for Capti. <p>Family Time - Qtr 4</p> <ul style="list-style-type: none">- We had the last Family Time event on Thursday, May 7- The entertainment was 4th Grade Music (body percussion) & 5/6 Grade Music - singing and bucket drums- The turnout for these have been awesome this year!
<p>RECRUITMENT & RETENTION</p> <p>GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.</p>	<p>LETRS milestone</p> <ul style="list-style-type: none">- The K-6 teachers + SpEd and Title will be finishing up their LETRS training this month! This was an extremely heavy lift! <p>Planning for next year</p> <ul style="list-style-type: none">- We are going to be working with SWWC to rebuild our Induction & Mentoring program. This is made possible through a grant! No cost to us!- We are working with a team from SWWC to rebuild systems and teams!
<p>SAFETY & WELLNESS</p> <p>GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.</p>	<p>Teacher Appreciation Week</p> <ul style="list-style-type: none">- Successful and very appreciated- Thanks to the Climate and Culture Committee for organizing this fun week! 

Student Council

- Participated in a Taste test with Margaret
- Slushies for Warrior Way schoolwide bucket reward



ENROLLMENT

Grade	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
K	42	40	41	40	40	39	39	39	41	41
1	51	49	49	50	49	49	50	50	50	50
2	32	31	31	31	31	31	31	31	31	31
3	49	47	49	48	45	44	44	43	44	45
4	52	55	55	55	54	54	54	55	55	55
5	35	34	35	35	35	35	35	35	36	36
6	37	36	34	33	33	33	33	33	33	33
ELEM TOTAL	298	292	294	292	287	285	286	286	290	291

BOLD High School Board Report

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

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Vision Statement

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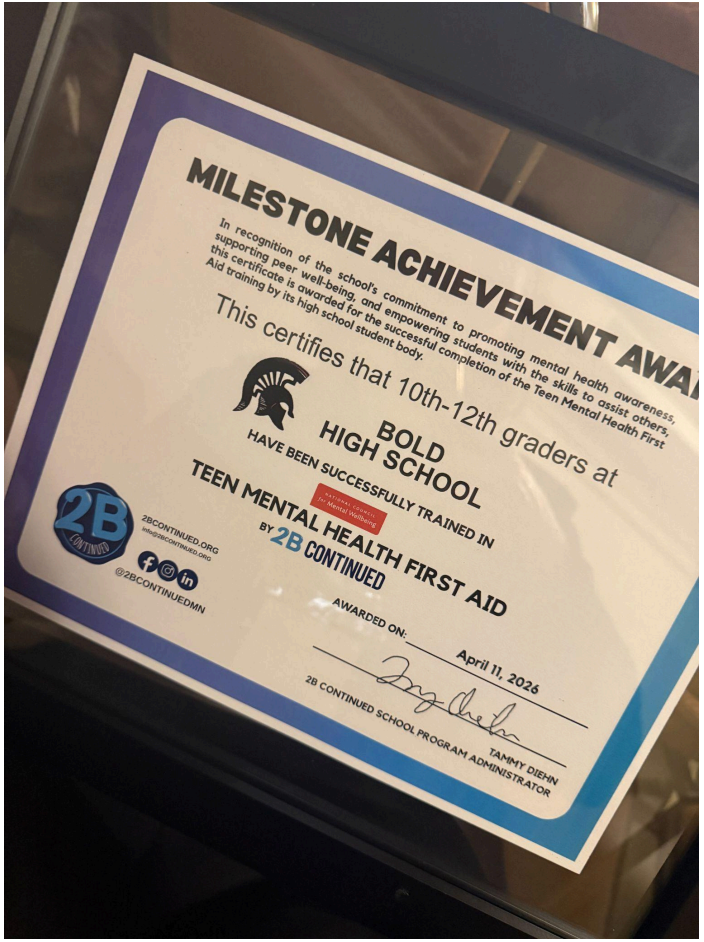
BOLD Pillars of Engagement

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

MAY 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❖ CTE Committee met on May 13❖ End of the year prep, finals, etc.❖ Phone-free school 26-27❖ BOLD Ventures: Student run school business
RECRUITMENT & RETENTION GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.	<ul style="list-style-type: none">★ Excited for new staff!★ End of year staff exit survey. https://docs.google.com/forms/d/e/1FAIpQLScv3owJrXEsdspj3QhYNotIliJw-blHX05q7wqOLD5I7oBEaw/viewform?usp=sharing&oid=106733157625926443076★ Teacher Appreciation week
SAFETY & WELLNESS GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.	<ul style="list-style-type: none">❖
FACILITIES & MAINTENANCE GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.	<ul style="list-style-type: none">❖ Will not be moving into new offices and secure entry until after the end of the year. Leaks due to pipes not being crimped properly, no countertops, doors not working properly, etc.

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
7		64	66	66	63	64	63	63	63	63
8		52	58	58	55	54	53	54	54	53
9		45	46	46	45	43	44	46	45	46
10		56	55	54	54	54	54	53	53	53
11		47	47	47	47	47	47	47	47	46
12		50	50	51	50	50	48	48	47	47
Total	300	314	322	322	314	312	309	311	309	308



Congratulations!

†MHFA GRADUATES



2B CONTINUED

Mental Health FIRST AID
from NATIONAL COUNCIL FOR MENTAL WELLBEING



BOLD ACTIVITIES REPORT – 5/18/26

1. CONGRATULATIONS BOLD ROBOTICS

- A. For the first time since its inception, the BOLD Robotics Team has qualified for the state tournament on Saturday, May 16 at Concordia University @ St. Paul. We wish them all the best in their trip to state.

2. OLIVIA LARGE GYM FLOOR

- A. I was asked at the facilities committee about the decision not to use the Olivia Gym Floor. The decision to move varsity girls basketball to Bird Island was made in the spring of 2024. This was after the 23-24 basketball season when we had 3 at least three girls battling chronic knee problems by the end of the season, and a new floor was being installed in Bird Island prior to the next season. This was also to avoid a Title IX issue as using the new floor, in Bird Island, for boys basketball and the old floor, in Olivia, for girls basketball would not be a fair use of our facilities. For what it is worth, all three of those girls played on the new floor the following year, and none of them experienced the same issues that they had dealt with in Olivia.
- B. We kept volleyball in Olivia because the timeframe for construction and repairs in Bird Island prevented us from using that floor for volleyball in the fall of 2024 and 2025. The plan is to move varsity volleyball to Bird Island for the fall of 2026 to give our varsity team the best court available. The varsity team plays the longest season and practices more minutes per day than junior high, so from an injury prevention standpoint this is the best answer that we have right now. We can't get away from the use of the Olivia large gym because we need 5 courts for practices, so this means we have to use all gym space that is available.
- C. The musical has been pushed out into mid-November again to accommodate the move of volleyball over to Bird Island. I have worked out dates with Deb Ziller so that after our last home volleyball game, we will move the practices over to Olivia, and they will have to finish the season practicing there so we can get the musical on the stage to rehearse for their performances. The first week of girls basketball practice will also need to take place in Olivia's large gym.

3. 3-ACT PLAY

- A. The BOLD Theater Program completed its first 3-Act Spring play on Saturday, May 9. They performed three shows of Leaving Iowa on May 7-9. This was far from smooth sailing with the water damage and the loud fans working in the gym as the group ramped up to their first performances, but the show was still a great experience for the kids, and the reviews coming back on the quality of the show have been very positive.
- B. The attendance averaged just under 100 fans per performance. We had exactly 100 on Thursday night, with 97 on Friday and 92 on Saturday. The total gate for the three performances was \$3,220.

4. RECOMMENDATION TO INCREASE THE MEAL STIPEND

- A. It is my recommendation that we increase the meal stipend from \$8/meal to \$12/meal for students representing BOLD at state competitions. \$8 is not enough to buy a meal anywhere anymore. We actually reduced this about 6 years ago because we used to use the IRS rate for meal reimbursement and we continually had money coming back to us that wasn't being spent. We have not kept up with inflation since that decision, but going to \$12 would allow students to purchase a meal at a fast food resaurant - I think that is a fair standard to maintain. Our booster clubs have done a good job of supplementing this in the past here it was needed.

Community Ed - Board Report

May 2026

Minnesota Community Education Association

- Became a member of the Minnesota Community Education Association in March.
 - Provides an online messaging board where you're able to ask questions about Community Education.
- Attended Community Education 101 Conference on April 15th & 16th in Paynesville
 - I learned a lot about the basics of community education but was also able to network with other schools our size like BBE, Lake of the Woods, & Barnum.
 - It seems like we're all facing similar challenges such as finding instructors to lead classes or courses and getting enough participants registered to run them successfully.
 - Met someone from NLS who is going to add me to their CE regional meetings.

Camp T-Shirts

T-shirt costs have increased, and I'm unable to find options for under \$15 per shirt. Currently, we budget \$10 per shirt within the camp fee, so we'll need to consider some alternatives:

- Remove the camp shirt from each camp and reduce the camp fee by \$10
- Look for an alternative item around \$10 to give participants (though this may be challenging for some camps)
- Increase the camp fee by \$5
- Offer the option to purchase a single "BOLD Community Education" shirt at the beginning of the year through a separate store, which participants could wear to any camp

I plan to create a Google Form to gather feedback from families who participated in our camps during the 2025–2026 school year to help guide this decision.

2026 Youth Community Education Camps

- [2026 Summer Community Education Camps](#)

Activities

Registrations Numbers as of (5/4/26)

Activity	Dates	Time	Registrations
Women's Strength, Mobility, & Balance	June & July	Tuesdays & Thursdays 8:45-9:45 AM	7 of 12 spots have been filled.
Open Gyms (Olivia Large Gym)	June & July	Monday & Wednesdays 10:00 AM - 12:00 PM	48
BOYS Warrior Summer Strength: Introduction to Weight Training (Grades 7-9)	June & July	Monday, Wednesday, & Alternating Fridays 7:30-8:30 AM	Full (18)
GIRLS Warrior Summer Strength: Introduction to Weight Training (Grades 7-9)	June & July	Tuesday, Thursdays, & Alternating Fridays 7:30-8:30 AM	14 of 18 spots have been filled.
Warrior Speed & Agility (Grades 5-6)	June & July	Monday & Wednesdays 8:45-9:45 AM	Full (18)
Warrior Track & Field Camp (Grades K-7)	May 26-29	9:30-10:30 AM	28
Warrior GIRLS Basketball Camp	June 8-11	9:30-10:30 AM (1-3) 10:30-12:00 PM (4-6)	28
Warriors BOYS Basketball Camp	June 8-11	1:00-2:00 PM (1-3) 2:00-3:00 PM (4-6)	16
Warrior Volleyball Camp	June 15-18	1:00-2:00 PM (1-3) 2:00-3:00 PM (4-6)	34
Warrior Softball Throwing & Hitting Camp	June 22-24	1:00-2:00 PM (3-6) 2:15-3:45 PM (7-9)	18
Pickleball Camps	July 6-9	1:00-2:00 PM (4-6) 2:00-3:00 PM (6-8)	9 of 16 spots filled.

May

Foodservice Report:

On May 5th, I was invited to tour the Clean Chicken/Happy Lala Meats facility in Willmar. We tasted tacos made from ground lamb and goat.

Some seasoned pulled chicken that could be used for BBQ chicken on a bun or in tacos. They hope to help schools have an outlet to purchase locally grown meats at affordable prices. It was a very interesting tour.

I did some taste testing with the 3rd through 6th-grade student council on May 6. They sampled some new items that will meet the new sugar requirements starting next year. One item that none of us were too sure about was the shelf-stable yogurt. It was not too bad.

Summer meals will run from June 15 to July 23 at St. Mary's in Bird Island.

April

Summer meal planning is underway.

Staff is getting set up for the summer meal program.

Starting to make plans for the move once school is out.

March

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 – May, 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. We will be sharing our pool locker rooms with gym classes, sports teams, early morning student weightroom and events at the school.

Programs & Events

- **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 May** we will have a **Lifeguarding review class**
- **A another pool board meeting** will be on **Wednesday, May 13th**
- **Private Lessons** are happening with more being scheduled for **Summer**
- **Private Lessons** for a charter school that finished in **early May**
- **Summer Lesson registration** is now open
- **Preschool and Parent/Child classes** for **June** are almost full

Ongoing and other Programming – May and beyond

- **Adult Lap Swim (AM)**: Mondays, Wednesdays, and Fridays (Changes for May due to locker room sharing)
- **Water Exercise & Evening Lap Swim**: Mondays and Wednesdays - Katie H is back as our instructor
- **Lifeguarding Review Course** - is scheduled for **May 17th**
- **In Service** for staff to prepare for **Summer** in late **May**
- **Pool Rentals** for summer - a few are penciled in


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

 320-523-1031 ext. 3152

Monthly board report (05/12/26)

Struggles/concerns:

- Trying to plan summer tasks around construction.
- Hard trying to get summer help, 1 person interested so far.
- Library carpet/flooring needs to be replaced, has had its fair share of water in there from roof leak/temp wall issues. Who is responsible for it? Both major water issues happened once tear down of old building started (NW floor area) as well as from the new entrance addition (east side wall and along the ramp).
- Flooding in boiler room that's coming up through the floor, cause potentially found and ended up most likely being a floor drain that was found underneath the concrete. Will no more next week on if the issue has been resolved or not.

Accomplishments:

- Custodial crew has been dialed in and doing great, no issues!
- Getting rooms/areas prepped and cleaned out for summer construction that will be taking place.
- Getting everything ready for end of year celebrations
- Jason will be conducting nightly door checks around 9-9:30 every night from now until further notice.

Working on:

- Getting updated quotes for the elementary side steam pipe replacement as well as an updated quote on the boiler system condensate tank replacement.
- Finding summer help to assist with painting, cleaning, moving, etc.

Need approval to go ahead with the boiler pipe replacement, condensate tank replacement, and library flooring replacement so I can move forward with addressing these issues while schools not in session and to make sure the pipes/tank get replaced prior to next heating season.

Bird Island-Olivia-Lake Lillian Public School District 2534-01

Subcommittee Meeting

Subcommittee Name: **Facilities**

Date: 05.06.26 Time: 4pm

Location: Bold High School Media Center

Notes by: Greg Peppel

1. Call to Order

Meeting called to order at: 4pm

2. Roll Call / Attendance

Members Present: Tim Tydlacka, Todd Sheehan, Greg Peppel, Greg Mertens, Brandon Jahnz, Dave Woelfel, and Ryan Jensen

Members Absent: Randy Tersteeg, Patt Baumgartner, and Todd Frank

Others Present (Staff / Guests): Nicole Alen (Nexus), Pat Weir (IEA), Jen Jahnke, and Derek Flann

3. Information Items:

- Jen Jahnke-Need to replace the Olivia gym floor.
 - Expressed immediate need for upgrade to this floor to prevent injury.
- Nexus Update -Nicole
 - Area E:
 - Roof drain pipe leakage
 - Coordination of missed paint red wall by office and corridor by gym.
 - Area D:
 - Backfilling later this week (week of May 3rd),
 - Masonry starting the week of May 10th,
 - Steel is slated to start the week of May 17th (double crew),
 - Bird Island
 - Demo found more asbestos in low walls of demo. Slowed progress.
 - Plans were vague on the old construction so had to bring out structural engineers several times during the demo.
 - Some walls were found to be clay which cannot be left exposed to the elements. Working on a solution.

- Working on plan for support of 2nd floor joists.
 - Project completion is slated for mid-August. Nexus should have a good idea if we will complete on time by early June.
- Abatement discussion - Pat Weir, Regional Manager of IEA
 - Discussed the challenges of abatement estimating.
 - Will visit the school board for May 18th board meeting.
- Maintenance Update-Brandon

Discussion Items:

- Boilers
 - Window to install new condensate tank missed. Will need a plan as to how to use multiple tanks or fabricate a new one in place. The current tank is undersized which is resulting to condensate being dumped down the drain. Then the system adds city water as required to make up the loss in the condensate tank. This non-treated water is leading to increased corrosion of our condensate lines.
- Sewage leak
 - High water pressure under the slab near the boilers.
 - Definite sewage smell present.
 - Question if there was damage to a sewer drain when installing supports near boilers.
- SE Bathrooms
 - Looking at what savings would be gained if we didn't convert the SE High School classroom into bathrooms, which is part of the current referendum plan. This was evaluated to understand the potential savings. We will only receive approximately \$62k after materials are returned and window is added for the classroom. Per our contractors much of the supplies are already on hand and cannot be returned.

Facilities walkthrough, items reviewed

- boiler room floor/sewer leak.
- New office door in Area D, office door was ordered incorrectly. Needs to be replaced or RFID fob locations require changes. Contractor ordered incorrectly.

May 13, 2026 | 📅 CTE Meeting K-12 Conference Room, 3:15 p.m.

Attendees: Andi Christenson Greg Peppel Melissa Bodin Michael Zimmerman

Robert Van Der Hagen Tim Tydlacka

Absent: Todd Sheehan

📄 BOLD_CTE_Board_Presentation

Agenda:

1. Introductions/Role on this committee
2. Old Business
 - a. None at this time
3. New Business
 - a. Why CTE matters
 - b. Where BOLD stands today
 - c. Gaps & growth areas
 - d. Rebuilding the Advisory Committee
 - e. Next steps
4. Other
5. Adjourn

Notes

- Many Shop and Ag classes are covered by Perkins funding.
- Carli Mills (SP?) will cover many of the plant based ag classes and Andi will cover the animal related classes.
- WE do have the possibility of a career pathway in Automotive and possibly could add one in Ag in the future.

Action items

- Fill the team with community members who have a passion for CTE.

Career & Technical Education

at **BOLD** High School

A Program Overview & Advisory Committee Proposal

Presented to the CTE Board Committee | Spring 2026

Melissa Hoffman Bodin, Ed.D. | 7–12 Principal

Today's Agenda

01

Why CTE Matters

The case for career pathways in rural Minnesota

02

Where BOLD Stands Today

Current offerings mapped to MN Career Clusters

03

Gaps & Growth Areas

What we have, what we're building, what we need

04

Rebuilding the Advisory Committee

State requirements, structure, and who we need

05

Next Steps

Proposed timeline and board asks

93%

CTE concentrator graduation rate vs. 80% national avg (OCTAE, 2012)

72%

of all jobs will require postsecondary education by 2031 (Georgetown CEW)

\$0

debt — BOLD students earn college credit through SMSU, MN West & Ridgewater

For BOLD Students, CTE Means:

- ▶ Real skills for real jobs in agriculture, trades, healthcare, and business
- ▶ Pathways to college without the cost — dual credit through SMSU, MN West, and Ridgewater
- ▶ Connection to community employers who will hire them
- ▶ A reason to stay — or a reason to come back — to rural Minnesota
- ▶ Preparation that matches what Renville County's economy actually needs

Where BOLD Stands for 26-27

02

Current CTE Courses Mapped to Minnesota Career Clusters

Agriculture	Adv. Manufacturing & Construction	Marketing & Sales / & Entrepreneurship	Healthcare / Human Services / Education	Digital Technology	Hospitality / Arts & Design / Entertainment
<p><i>MN Field: Cultivating Resources</i></p> <ul style="list-style-type: none">• Intro to Agriculture• Nursery/Landscape• Animal Science• Fish & Wildlife• Intro to Agronomy ★• Food Science• Ag Leadership	<p><i>MN Field: Building & Moving</i></p> <ul style="list-style-type: none">• Welding• Carpentry• Small Engines• Adv. Small Engines• Automotive Technology• Advanced Shop• CDL Classroom	<p><i>MN Field: Investing in the Future</i></p> <ul style="list-style-type: none">• Sports Marketing & Mgmt• Personal Finance• Digital Media & School Store	<p><i>MN Field: Caring for Communities</i></p> <ul style="list-style-type: none">• Anatomy & Physiology• Intro to Education ★• General Psychology• Mindful Living	<p><i>MN Field: Investing in the Future</i></p> <ul style="list-style-type: none">• Digital Media & School Store• Photography	<p><i>MN Field: Creating & Experiencing</i></p> <p><i>No courses currently offered</i></p> <hr/> <p><i>FACS program would unlock this field</i></p>

★ = college credit available | BOLD currently offers CTE coursework in 4 of 5 Minnesota Career Fields

What If: FACS Courses Added to CTE Pathways

02b

Family & Consumer Science courses mapped to MN Career Fields — if the FACS program is maintained

Hospitality, Events & Tourism

Culinary & Food Services

MN Field: Creating & Experiencing

- Culinary / ProStart I

ServSafe cert available ★

- Culinary / ProStart II

ServSafe cert available ★

- Global Foods

Human Services

Community & Social Services

MN Field: Caring for Communities

- Child & Human Development

Education

Early Childhood Development

MN Field: Caring for Communities

- Child & Human Development

Mgmt & Entrepreneurship

Entrepreneurship & Small Business

MN Field: Investing in the Future

- Housing Trends & Design (Only offered once)

Without FACS: BOLD loses pathways in Hospitality, Human Services, and Early Childhood — three MN Career Clusters — and ServSafe certification (an industry credential) disappears entirely.

✓ What BOLD Has

- Strong Agriculture pathway — 7 courses + dual credit
- Robust Industrial Arts / Trades pathway — 7 courses
- Business & Marketing foundation — 3 courses
- Health Science entry point — Anatomy & Physiology
- Education pathway entry — Intro to Education (dual credit)
- Dual credit partnerships: SMSU, MN West, Ridgewater

→ Where We're Growing

Gap

Creating & Experiencing — no courses in this field (Hospitality, Arts & Design, Entertainment)

Gap

Healthcare / CNA pathway expansion

Building

Welding 2 & structured trades sequence

Gap

IT / Computer Science pathway

Gap

Public Safety & Criminal Justice

Gap

Formalized Work-Based Learning (WBL) program

Explore

Career & Technical Student Organizations (CTSOs)

The advisory committee will be our primary tool for closing these gaps — connecting BOLD to the resources, partners, and expertise we need.

It's not just a good idea — it's the law.

Minnesota Rule 3505.1400

Each LEA receiving federal CTE assistance must establish a local advisory committee composed of representatives of the general public, including business, industry, and labor — with 50%+ from fields directly related to the CTE program.

✓ Compliance

- Required by state statute
- Tied to federal Perkins funding
- Must meet annually at minimum

◆ Program Quality

- Keeps curriculum industry-current
- Validates skills & equipment
- Connects teachers to employers

★ Student Success

- Opens internship doors
- Builds WBL opportunities
- Creates real hiring pipelines

Proposed Committee Structure

04

Who Should Be On It

Agriculture & Production

Local farmers, ag co-op, Renville Co. Extension

Trades & Manufacturing

Welding/construction employers, SMCRA

Healthcare

RCH, local clinics, senior care facilities

Business & Entrepreneurship

Chamber of Commerce, local business owners

Digital / Technology

Area tech employers, IT professionals

Education / Human Services

SMSU, MN West, social services partners

Parent / Community Rep

Parent from each CTE area represented

Red = required for 50%+ business/industry rule

How It Works

Size

10–14 members (combined committee for rural efficiency)

Meets

Minimum 2x per year (fall & spring); aim for 3x

Roles

Chair & Vice-Chair elected from community members

Format

In-person preferred; virtual option available for rural travel

Work

Review curriculum, advise on equipment & gaps, connect WBL

MDE "Quality" Standard: Membership includes biz/industry/labor (50%+) with a formal process for recruitment, selection, appointment, and retirement.

What the Committee Actually Does

04

Moving from compliance to community change-agents (MDE Framework)

Curriculum Review

Advise on course content, sequencing, and whether skills align with what local employers actually need

Facilities & Equipment

Evaluate whether our shop, ag, and tech spaces meet current industry standards

Work-Based Learning

Connect students to job shadows, internships, and mentorships at local businesses

Dual Credit & Credentials

Identify new articulation opportunities and industry-recognized certifications for students

Program Advocacy

Tell BOLD's CTE story to the community, to donors, and to prospective students and families

Teacher Externships

Open doors for BOLD teachers to spend time in local businesses to keep instruction relevant

Next Steps & Timeline

Spring 2026

May–July 2026

August 2026

Fall 2026

Spring 2027

Board approves CTE advisory committee structure

→ Board + Principal

Recruit and invite community members; confirm Chamber, ag, healthcare, trades partners

→ Principal + Counselor

Inaugural committee meeting — orientation, program overview, set year's work plan

→ Full Committee

Committee reviews current offerings; advises on gaps; identifies WBL partners

→ Full Committee

Second meeting — course additions, equipment needs, CTSO reactivation discussion

→ Full Committee

What We're Asking of the Board

Three clear requests to get the BOLD CTE advisory committee off the ground:

1

Formal Approval (Complete, March 2026)

Authorize the re-establishment of the BOLD CTE Advisory Committee, consistent with MN Rule 3505.1400 and the MDE advisory committee framework.

2

Board Champion

Designate a board liaison to the advisory committee — a visible signal that BOLD's school board takes CTE seriously and values community partnership.

3

Support the Vision

Commit to receiving a CTE program update annually — including advisory committee recommendations — as a standing board agenda item each fall.

BOLD students deserve pathways that lead somewhere. This committee is how we build them.

Resources & Staying Connected

Key CTE Resources

MDE CTE Division

education.mn.gov/MDE/dse/cte/

Program approval, Perkins, state frameworks & career clusters

MN CTE — MACTA

mncte.org

BOLD is a MACTA member: professional development, advocacy, policy

MN Career Fields & Clusters (2026)

education.mn.gov/MDE/dse/cte/

5 Career Fields, 15 Clusters — MDE and Minnesota State

MDE Advisory Committee Handbook

education.mn.gov/MDE/dse/cte/

MN Career Program Advisory Committee Handbook, Employer Engagement Toolkit

Perkins Collaborative Resource Network

cte.ed.gov

Federal Perkins V data, performance indicators, funding guidance

What's Changing at MDE

- Program approval moving from MDE specialists to local LEA level
- Approvals will be school-wide, not by department or program
- Syllabi no longer required; supporting documents TBD
- BOLD consortium renewed 2023-24 — not up again until 2028-29
- More guidance from MDE CTE division coming soon

BOLD's Active CTE Leadership

- ✓ MACTA member — professional network, advocacy, policy updates
- ✓ CTE LEAD cohort participant (upcoming year)
- ✓ Mid-MN Consortium member — program renewal coordination

Thank You

BOLD High School | CTE Program Overview

Melissa Hoffman Bodin, Ed.D.

7–12 Principal, BOLD Public Schools (ISD #2534)

Questions & Discussion

- MN Rule 3505.1400 — Local CTE Advisory Committee Requirements
- MDE Building Effective Advisory Committees and Business Partnerships (April 2022)
- Minnesota Career Fields & Clusters Wheel — MDE / Minnesota State
- MDE State-Recognized Programs of Study User Guide — Secondary Program Continuous Improvement, Element 2

Member _____ introduced the following resolution, May 18, 2026 and moved its adoption:

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS
AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

WHEREAS, the general election in each Minnesota school district must be held on the first Tuesday after the first Monday in November of either the odd-numbered or the even-numbered year.

WHEREAS, it is necessary for the school district to hold its general election for the purpose of electing three (3) school board members for terms of four (4) years each.

THEREFORE, BE IT RESOLVED by the School Board of Independent School District No.2534-01 (BOLD, Bird Island-Olivia-Lake Lillian District), State of Minnesota as follows:

The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, the third (3rd) day of November, 2026.

Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least eighty-four (84) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot

for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place. The sample may be either in full or reduced size.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on Election Day.

The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the school district administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.


The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

General Election Ballot

INDEPENDENT SCHOOL DISTRICT NO. 2534-01
(BOLD, Bird Island-Olivia-Lake Lillian District)

November 3, 2026

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this:  .

School Board Member
Vote for Up to Three

Candidate S

Candidate T

Candidate U

Candidate V

Candidate W

Candidate X

write-in, if any

write-in, if any

write-in, if any

write-in, if any

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 voted against:

And the following was absent:

And the resolution was declared adopted.

Greg Peppel, School Board Chair

MaryElla Clouse, School Board Clerk


NOTICE OF GENERAL ELECTION

INDEPENDENT SCHOOL DISTRICT NO. 2534-01
(BOLD, Bird Island-Olivia-Lake Lillian District)

STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN, that the general election has been called and will be held in and for Independent School District No. 2534-01, (BOLD, Bird Island-Olivia-Lake Lillian District), State of Minnesota, on Tuesday, the third (3rd) day of November, 2026, for the purpose of electing three (3) school board members for four year terms. The ballot shall provide as follows:

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this:  .

**School Board Member
Vote for Up to Three**

- Candidate S
- Candidate T
- Candidate U
- Candidate V
- Candidate W
- Candidate X
- _____
write-in, if any
- _____
write-in, if any
- _____
write-in, if any
- _____
write-in, if any

The combined polling places for this election and the precincts served by those polling places will be as follows: [SPECIFY COMBINED POLLING PLACES AND PRECINCTS SERVED BY

THOSE POLLING PLACES] *Note: This will be adjusted for elections held in conjunction with the state general election.*

Any eligible voter residing in the school district may vote at said election at the polling place designated above for the precinct in which he or she resides. The polls for said election will open at 7:00 o'clock a.m. and will close at 8:00 o'clock p.m. on the date of said election.

A voter must be registered to vote to be eligible to vote in this election. An unregistered individual may register to vote at the polling place on Election Day.

Dated: May 18, 2026

BY ORDER OF THE SCHOOL BOARD

/s/

MaryElla Clouse, School District Clerk

2026-2027 CALENDAR

KEY:

- Early Release
- Conferences
- No school
- Staff days - no school

August 24-27: Staff Workshop

- September 1-3: ALL & New Teacher Days
- September 8-10: Staff Workshop
- September 10: Open House K-12
- September 11: ½ day for K-12 staff
- September 14: *7-12 First day of school
- September 14-15: K-6 Conferences
- September 16: *K-6 First day of school

- October 14: Early Release at 1:00
- October 15-16: No School - MEA Break

- November 11: Early Release at 1:00
- November 12: End of Quarter 1
- November 13: No School - Staff Workday
- November 16: *Qtr 2 begins
- November 25-27: No School - Thanksgiving Break

- December 9: Early Release at 1:00
- December 24-January 1: No School - Winter Break

- January 4: School Resumes
- January 13: Early Release at 1:00
- January 18: Martin Luther King, Jr. Day - No School - Staff Development
- January 28: End of the Qtr 2/Sem 1
- January 29: Staff Workday

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2027						
S	M	T	W	Th	F	S
	1*	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- February 1: *Qtr 3/Sem 2 begins
- February 4: K-6 Conferences 4:00-7:30
- February 5: No School for K-6 ONLY; 7-12 In-session; K-6 Conferences 8-3:10
- February 10: Early Release at 1:00
- February 15: No School - Presidents' Day

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14*	15	16*	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- March 10: Early Release at 1:00
- March 26 & 29: No School - Spring Break
- March 29: possible make-up day

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5*	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- April 1: End of Qtr 3
- April 2: No School - Staff Workday
- April 5: *QTR 4 begins
- April 14: Early Release at 1:00

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16*	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- May 12: Early Release at 1:00
- May 28: Early Release at 11:00; Last Day of School; Graduation-HS attendance required
- May 31: No School – Memorial Day

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- June 1: No school - Staff Workday
- June 1 & 2: possible snow make-up days

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JULY 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Possible snow make-up days (4):
- January 18
- March 29
- June 1 & 2

	Quarter 1 (42)	Quarter 2 (42)	Quarter 3 (40)	Quarter 4 (40)	Total
Start date	9/14	11/16	2/1	4/5	# of student contact days 166
End date	11/12	1/28	4/1	5/28	# of teacher contract days 181



**2026-2027 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

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

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2026. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of BOLD ISD 2534 (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

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

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

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

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

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

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

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

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

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

208.02 Designated Activity Representatives

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

208.03 Local Advisory Committee

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

BOLD School ISD #2534
Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Brad Aaseth
(Designated School Board Member – please print)

Derek Flann
(Designated School Representative – please print)

brad.aaseth@bold.k12.mn.us
Email Address

derek-flann@bold.k12.mn.us
Email Address

208.02 ACTIVITY REPRESENTATIVES

Derek Flann
(Boys Sports – please print)

Brian Kingery
(Girls Sports – please print)

N/A
(Speech – please print)

Nick Strandberg
(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Brad Aaseth
(Board Member – please print)

Kaitlyn Flann
(Student – please print)

Duane Remer
(Parent – please print)

Jen Jahnke
(Faculty Member – please print)

Derek Flann
(Mailing Representative – please print)

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

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

Print Name: Tim Tydlacka
(Superintendent or Head of School)

Signed: **Signature required**
(Clerk/Secretary - Local Governing Board)
electronically through DocuSign
Date: _____

Signed: **Signature required**
(Superintendent or Head of School)
electronically through DocuSign
Date: _____

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

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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. A parent, guardian or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer or the school official designated by the principal. 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 (2) days for each day missed up to a maximum of two (2) weeks 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, in consultation with the building principal, 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 four (4) cumulative unexcused absences in a 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 five (5) cumulated unexcused absences in a 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 **on the district website**. 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 grades ~~K to 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)

Adopted: ~~July 28, 2025~~ May 18, 2026

MSBA/MASA Model Policy 506

Orig. 1995

Revised: May 29, 2026

Rev. 2024 (June)

506 STUDENT DISCIPLINE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district

administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

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

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section [120B.02](#) and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

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

V. AREAS OF RESPONSIBILITY

A. The School Board

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

B. Superintendent

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

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the

policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the principal's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers

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

E. Other School District Personnel

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

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

F. Parents or Legal Guardians

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

G. Students

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

H. Community Members

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

I. Reasonable Force Reports

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

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

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

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

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school

for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

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

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

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

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

IX. RECESS AND OTHER BREAKS

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

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

X. DISCIPLINARY ACTION OPTIONS

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

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

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

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

- 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's

ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

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

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

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

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

1. *The teacher or another staff member will call the Principal office for assistance. The Principal may give instructions, depending upon the circumstance of the incident to remove the student from a class;*
2. *Approvals needed only according to existing BOLD policies and student handbooks;*
3. *The incident will be logged and documented in the student information system as a discipline referral.*

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

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

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

1. *The student will be directed to the grade level principal's office;*
2. *The student will walk directly from the classroom directly to the grade level principal's office;*
3. *The student will be accompanied at the discretion of the teacher or administrator;*
4. *The student will do exactly what is directed by school staff;*
5. *Until the Principal is able to address and meet with the student, school staff in the office have authority to watch and direct the students in the interim.*

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

1. *The procedure to return a student to class will be determined as a consultation between the teacher and administration, primarily the appropriate Principal;*
2. *The use of notes, conferences, and readmission will be determined by the teacher and Principal, per occurrence.*

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

1. *Notification will be via Infinite Campus write-up, email, and/or a phone call;*
2. *The use of notes, conferences, and readmission will be determined by the teacher and Principal, based on the circumstances of the incident.*

H. Students with a Disability; Special Provisions.

1. *The Principal and staff will consider if the student is under an IEP or if there is a need to do additional assessments;*
2. *The school social worker will be consulted, upon recommendation of the Principal for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and*

3. *Teachers and Principals will consult with the social worker in referring students in need of special education services to those services.*

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

1. *Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26, whose membership will consist of the school social worker and other individuals they work with;*
2. *Teachers and staff that suspect chemical abuse problems of students that are on school premises shall immediately contact the school social worker with the concern. This will be the reporting procedure to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.*

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

1. *The teacher or staff member will immediately refer the student to the office according to the process in Part C above in this section.*
2. *The Principal will assess the severity and frequency of the incident. The Principal, if needed, will consult additional policies, such as the MSHSL Code of Conduct, 413, 501, 502, 505, 514 and 524 and others, as needed. The Principal is recommended to consult with the district Superintendent.*
3. *The Principal may, if needed, seek the assistance of law enforcement.*
3. *The Principal has the discretion to take the appropriate course of action in regards to the violation, including the options of restorative justice, suspension, and expulsion.*

K. Unscheduled Student Removal From Class

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

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

XII DISMISSAL

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

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

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

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

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

- C. Disciplinary Dismissals Prohibited

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

where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section [121A.41, subdivision 10](#), does not apply to a student's dismissal from school for less than one school day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to

their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

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

surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

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

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals

for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a

disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

- Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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)

Adopted: ~~July 28, 2025~~ May 18, 2026

MSBA/MASA Model Policy 604

Orig. 1995

Revised: ~~May 31, 2024~~ February 01, 2026

Rev. ~~2024~~ 2026

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

5. the arts; and
6. career and technical education.

[NOTE: ~~If world languages were included as number 7 above, then the school district could use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes, section 120B.022.]~~

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be inclusive and culturally responsive.
- C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the

Department of Education, standards developed by national CTE organizations, or recognized industry standards.

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

III. REQUIRED ACADEMIC STANDARDS

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

require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

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

IV. PARENTAL CURRICULUM REVIEW

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

V. CPR AND AED INSTRUCTION

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

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support

cognitive learning; it does not mean cognitive-only instruction and training.

- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

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

VI. COLLEGE AND CAREER PLANNING

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

- relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
 - C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
 - D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
 - E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

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

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
~~Minn. Stat. § 120B.021 (Required Academic Standards)~~
~~Minn. Stat. § 120B.022 (Elective Standards)~~
~~Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)~~
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
Mahmoud v. Taylor, 606 U.S. ____ (2025)

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

Adopted: ~~August 25, 2025~~ May 18, 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 \(November 2025\) \(accessed 01/29/26\)](#)

Adopted: ~~February 27, 2023~~ June 22, 2026

MSBA/MASA Model Policy 203.2

Orig. 1997

Revised: ~~February 27, 2023~~ April 12, 2026

Rev. 2023~~6~~

[Note: Modified for use by I.S.D. #2534]

203.2 **AGENDA ORDER OF THE REGULAR SCHOOL BOARD MEETING**

I. **PURPOSE**

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. **GENERAL STATEMENT OF POLICY**

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. **ORDER**

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

The superintendent in consultation with the chairperson of the board shall prepare the agenda for each board meeting. Whenever a matter involving policy consideration is placed on the agenda, the superintendent shall advise the board of any policies previously adopted affecting such matters. Items of business may be suggested by board members, administration, or district residents of the district for inclusion on the agenda. (Refer to MSBA Model Policy 206 for clarification on public participation).

After acceptance of the agenda, items of business may not be suggested from the floor for discussion and/or action at the same meeting except at the discretion of the chairperson or the majority of board members present.

1. Call to Order and Roll Call
2. Recite Pledge of Allegiance
3. Approval of Agenda
4. Recognition of Visitors to Board Meeting
5. *Public Forum
6. Consent **Agenda** Items
7. Reports
 - a. Superintendent's Report
 - b. **PK-6 Principal Report**
 - c. **7-12 Principal's Report**
 - d. **Activities Report**
 - e. **Community Education Report**

- f. Food Service Director Report
- g. Pool Director Report
- h. Facilities and Maintenance Director Report
- i. School Board's Committee Reports
8. Unfinished Business
9. New Business
10. Adjourn

[NOTE: The school board should incorporate its preferred order of business into this policy.]

*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.

- B. Items in this order may be considered as part of a consent agenda.
- C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board - Governing Rules)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 206 - Public Participation in School Board Meetings, Complaints & Data Privacy Considerations

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

III. PROCEDURES

- A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.
- B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

[Note: The Minnesota Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]

- C. The tentative agenda and supporting documents shall be sent to the school board members **at least three (3)** days prior to the scheduled school board meeting.
- D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 207 (Public Hearings)

Adopted: ~~April 22, 2024~~ June 22, 2026

MSBA/MASA Model Policy 521

Orig. 1995

Revised: ~~March 28, 2022~~ May 16, 2024

Rev. 2022 2024

521 STUDENT DISABILITY NONDISCRIMINATION

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

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact K7 to 12 Principal, Melissa Bodin or PK to 6 Principal Kristine Krafka, 701 South 9th Street, Olivia, MN 56277, (320) 523-1031. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: **Minn. Stat. § 363A.03, Subd. 12 (Definitions)**

42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)

29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: ~~May 19, 2025~~ June 22, 2026

MSBA/MASA Model Policy 701

Orig. 1995

Revised: ~~November 14, 2024~~ February 1, 2026

Rev. 2026 ~~4~~ (Nov.)

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENTS

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

prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

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

IV. IMPLEMENTATION

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

approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

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

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

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

Adopted: ~~August 25, 2025~~ June 22, 2026

MSBA/MASA Model Policy 807
Orig. 2012
Rev. 2022-2026

807 HEALTH AND SAFETY POLICY

~~[NOTE: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Minnesota Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. This policy has been approved by the Minnesota Department of Education.~~

~~The subdivisions of Minnesota Statutes, section 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.]~~

[NOTE: This policy has been approved by the Minnesota Department of Education. The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcing workplace safety rules. Each recommendation shall include estimates of the annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minnesota Statutes, section 182.676 carry

out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minnesota Statutes, section 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the facilities **health and safety advisory committee**. Areas that may be considered include, but are not limited to, the following:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Employee Right to Know
 - 4. Emergency Action Planning
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
 - 10. Infectious Waste/Bloodborne Pathogens
 - 11. Community Right to Know
 - 12. Compressed Gas Safety
 - 13. Confined Space Standard
 - 14. Electrical Safety

- 15 First Aid/CPR/AED
16. Food Safety Inspection
- 17 Forklift Safety
- 18 Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
- 23 Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Chlorine
34. Fall Protection
35. ~~Ladder/Fall Protection~~ National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
36. ~~Laboratory Safety~~
37. Other areas determined to be appropriate by the facilities **health and safety advisory committee**.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.

- F In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Health and Safety Projects)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program;
Applicability)
Minn. Rules Part 5208.0070 (Accident and Injury Reduction Program;
Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. The federal Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota Comprehensive Assessment (MCA), the Minnesota Test of Academic Skills (MTAS), and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments used to meet this requirement.

The MCA and MTAS/Alt MCA are criterion-referenced assessments, which means they measure a snapshot of student learning of a fixed set of criteria: the Minnesota Academic Standards. The Minnesota K–12 Academic Standards are revised every ten (10) years, according to a schedule determined by the state legislature. When standards are updated, the statewide assessments are also updated with a new series to align to the new standards. The new assessments are administered when the new academic standards are fully implemented.

B. The Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCA)

1. The Minnesota Test of Academic Skills (MTAS) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments designed for, and limited to, students with the most significant cognitive disabilities. They are designed to measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students who receive special education services and meet the [eligibility criteria](#) may take the MTAS/Alt MCA.

2. In compliance with the transition to new Minnesota academic standards, the Minnesota Department of Education (MDE) is developing alternative assessments, the Alt MCA, to replace the MTAS, according to the following schedule:

- a. Science Alternate MCA (2024-25 school year);
- b. Reading Alternate MCA (2025-26 school year); and
- c. Mathematics Alternate MCA (2027-28 school year).

III. DEFINITIONS

A. Most Significant Cognitive Disability

This term describes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. IEP teams may use the following characteristics to identify if a student has a most significant cognitive disability:

1. The student's cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by
 - a. a standardized norm-referenced measure of cognitive functioning, or
 - b. when formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).
2. The student's disability has a significant impact on their ability to function in multiple environments, including home, school and community.
3. The student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills to actively participate in school, work, home and community environments.

B. Other key terms are defined in the current MDE *Procedures Manual for the Minnesota Assessments* (see Resources).

IV. ALTERNATIVE ASSESSMENT

A. Initial Steps

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided.
3. The IEP team must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of an alternate assessment.

4. Participation decisions will be made separately for mathematics, reading, and science. Participation decisions must be made annually and documented in a student's IEP.

B. Alternate Assessment Eligibility Requirements

1. For a student with a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true:
 - a. the student's cognitive functioning to be significantly below age expectations;
 - b. the student's disability has a significant impact on their ability to function in multiple environments, including home, school, and community; and
 - c. the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills to actively participate in school, work, home, and community environments.
2. Alternate assessment participation decisions must not be made on the following factors:
 - a. Student's disability category as defined in Minnesota Rules, part 3525.1325-1348;
 - b. Educational environment or instructional setting;
 - c. Participation in a separate, specialized curriculum;
 - d. An expectation that the student will receive a low score on the MCA;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for participation rate calculations at the district level.

V. ALTERNATE ACCESS FOR ELs

A. ACCESS for ELs

All English learners in grades K–12 in public schools are required to participate annually in an English language proficiency assessment. With very few exceptions, all English learners take the ACCESS for ELs.

Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing. Some students with significant cognitive disabilities may be eligible to take the Alternate ACCESS for ELLs instead of the ACCESS for ELL.

B. Eligibility Requirements

1. The student is identified as an English learner (EL) and is reported as EL in student enrollment data submitted in the Minnesota Automated Reporting Student System (MARSS);
2. The student must have a most significant cognitive disability;
3. The student cannot meaningfully participate in the WIDA ACCESS, even with allowable accommodations.
4. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

C. Alternate ACCESS participation decisions must not be made on the following factors:

1. The student's disability category alone;
2. The student's placement or instructional setting;
3. The student's language background, or other social, cultural, or economic factors;
4. An expectation that the student will receive a low score on the WIDA ACCESS ; and
5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.

VI. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports.

VII. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: 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.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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 616 (School District System Accountability)

Resources: Minnesota Department of Education (MDE): [Alternate Assessments](#) (accessed 12/31/25)
MDE: [Statewide Assessments Policies and Procedures](#) (accessed 12/31/25)
MDE: [Eligibility Requirements and Decision-Making Tool for Minnesota Alternative Assessment](#) (MTAS/Alternate MCA) (accessed 12/31/25)
MDE: [English Learner Education](#) (accessed 1/1/26)
MDE: [Minnesota's Assessments for English Learners](#) (accessed 1/1/26)
WIDA: [WIDA Alternate ACCESS Participation Decision Tree](#) (accessed 1/1/26)

Resolution for Acceptance of Gifts

Member _____ introduced the following resolution and moved its adoption:

WHEREAS CMF has generously donated \$150.00 to the **BOLD High School Yearbook Sponsorship;**

WHEREAS Olivia Kiwanis Club has generously donated \$50.00 to the **BOLD High School Yearbook Sponsorship;**

WHEREAS Superior Transportation has generously donated \$250.00 for a free student/community fan bus to the girls basketball section finals game.

WHEREAS BOLD Warrior Basketball Association has generously donated \$125.00 for a free student/community fan bus to the girls basketball section finals game.

WHEREAS BOLD Touchdown Club has generously donated \$522.95 towards the purchase of football helmets.

WHEREAS Wrestling Boosters has generously donated \$1500.00 towards the weight room assigned fund.

WHEREAS Track Boosters has generously donated \$1000.00 towards the weight room assigned fund.

WHEREAS Football Boosters has generously donated \$2500.00 towards the weight room assigned fund.

These weight room assigned funds will be used to purchase safer, foam box jump boxes and to replace bars that have gotten old and rusty.

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 18th day of May, 2026.

Mary Ella Clouse, School Board Clerk

Resolution for Acceptance of Gifts

Member Frank introduced the following resolution and moved its adoption:

WHEREAS CMF has generously donated \$150.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Olivia Kiwanis Club has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Superior Transportation has generously donated \$250.00 for a free student/community fan bus to the girls basketball section finals game.

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These weight room assigned funds will be used to purchase safer, foam box jump boxes and to replace bars that have gotten old and rusty.

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

And the following against the same: None

And the following was absent: None

The foregoing resolution was approved this 18th day of May, 2026.

Mary Ella Clouse
Mary Ella Clouse, School Board Clerk