

Regular Meeting
Monday, July 6, 2026 6:30 PM

Teaching & Learning Center, Becker High
School
12000 Hancock Street
Becker, MN 55308

Agenda

1. PROCEDURAL ITEMS
 - 1.A. Call to Order
 - 1.B. Pledge of Allegiance
 - 1.C. Agenda
 - 1.D. Recognition of Visitors and Public Forum
2. REPORTS
 - 2.A. Superintendent Report
 - 2.B. Committee Reports
3. CONSENT AGENDA
 - 3.A. Minutes
 - 3.B. Disbursements
 - 3.C. Personnel
 - 3.D. Board Pay
 - 3.E. Girls & Boys Cross Country Overnight Camp Request
 - 3.F. Handbook Modifications 2026--27
 - 3.G. Annual Wellness Report
4. RESOLUTION ACCEPTING DONATIONS
5. POLICY REVIEWS
6. SECOND READING
7. SUBSTITUTE TEACHER PAY
8. OPERATING LEVY
9. ADJOURN

School Board & Committee Meetings 2026

January

S	M	T	W	T	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

5 School Board Meeting 6:30PM

12 TRAK 5PM (Virtual)

21 Meet & Confer 3:30PM

26 Activities 7AM

28 Finance 7AM

July

S	M	T	W	T	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	

1 Policy 6PM

6 School Board Meeting 6:30PM

February

S	M	T	W	T	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

2 Curriculum Advisory 5:30PM

2 School Board Meeting 6:30PM

10 Community Ed 2PM

23 Activities 7AM

24 Wellness 3PM (Virtual)

25 Finance 7AM

26 EC Advisory 6PM

August

S	M	T	W	T	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					

3 School Board Meeting 6:30PM

March

S	M	T	W	T	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				

2 School Board Meeting 6:30PM

23 Activities 7AM

30 EC Advisory 6PM

September

S	M	T	W	T	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			

14 School Board Meeting 6:30PM

April

S	M	T	W	T	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		

1 Finance 7AM

6 School Board Meeting 6:30PM

27 Activities 7AM

29 Finance 7AM

29 Policy 6PM

October

S	M	T	W	T	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

5 School Board Meeting 6:30PM

May

S	M	T	W	T	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						

4 Curriculum Advisory 5:30PM

4 School Board Meeting 6:30PM

5 Community Ed 2PM

18 Activities 7AM

27 Finance 7AM

27 Policy 6PM

November

S	M	T	W	T	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					

2 School Board Meeting 6:30PM

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

1 School Board Meeting 6:30PM

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

7 School Board Meeting 6:30PM

21	22	23	24	25	26	27	24 Special School Board Meeting 6PM
28	29	30					

20	21	22	23	24	25	26	
27	28	29	30	31			

Chair Jurek called the regular meeting of the School Board of District #726 to order on the 1st day of June, 2026 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call

Members present: Ryan Hubbard, Aaron Jurek, Renee Regel, Connie Robinson, Corey Stanger, Pete Weismann

Members absent: None

Others present: Kevin Januszewski, Director of Business Services

CITIZEN COMMENTS: Wayne, Patti & Sonia Zabinski

REPORTS:

- Superintendent
- Committee Meetings: TRAK, Policy

Motion by Corey Stanger, seconded by Pete Weismann, to *Approve the Consent Agenda* as presented:

MINUTES FROM THE MAY 4, 2026 REGULAR SCHOOL BOARD MEETING

FINANCIAL REPORT

EXPENDITURES

Fund	2025-26		2025-26	Remaining	%
	Budget	May-26	Year-to-Date	Budget	Spent
General	44,267,929	3,823,603	35,627,927	8,640,002	80.48%
Food Service	3,054,132	235,419	2,221,316	832,816	72.73%
Community Service	1,932,990	157,661	1,766,452	166,538	91.38%
Debt Service	3,820,088	-	3,812,583	7,505	99.80%
	\$ 53,075,139	\$ 4,216,683	\$ 43,428,278	\$ 9,646,861	81.82%

DISBURSEMENTS – in the amount of \$3,426,993.29

PERSONNEL

Name	Status	Job Title	Location	Effective
Backlund, Stephanie	Resignation	District Custodian	PS	4/30/26
Bergerson, Breanne	New	Family & Consumer Science Teacher	MS	8/24/26
Giles, Miriah	Change in Assignment - Title/Building	Special Education Social Worker (was Behavior Interventionist)	MS .5, Elem .5	26-27 School Year
Kraemer, Bruce	New	7th Grade Baseball Coach	MS	3/30/26

Krinke, Jada	Additional Assignment	Community Education Assistant	DO	6/4/26 - 8/14/26
Mathies, Traci	Change in Assignment - Building	Behavior Interventionist	MS/HS	26-27 School Year
Rusin, Erika	Resignation	Behavior Interventionist	PS	6/3/26
Stevens, Alyssa	Extracurricular Assignment	Head Girls Tennis Coach	HS	8/17/26
Stupar, Michelle	Change in Assignment - Title/Building	Behavior Interventionist	PS	26-27 School Year

MINNESOTA STATE HIGH SCHOOL LEAGUE MEMBERSHIP RENEWAL, as presented

Motion by Connie Robinson, seconded by Corey Stanger, to ***Approve a Resolution Accepting the Following Donations.***

DONOR	GIFT DESCRIPTION	AMOUNT
Becker Lions	Kindergarten to Senior T-shirts	\$1,000.00
Becker Lions	Vendor Fees: Strikeout Cancer Event	\$100.00
Becker PTSA	IS Art Show	\$218.00
Becker Robotics Booster Club	Robotics	\$6,598.63
Becker Tennis	Purchase Uniforms	\$1,413.03
Santiago Lions Club	Industrial Tech Build to Learn	\$500.00

Motion carried unanimously.

Motion by Pete Weismann, seconded by Connie Robinson, to ***Approve the Long-Term Facility Maintenance Ten-Year Expenditure Application***, as presented. Motion carried unanimously.

Motion by Corey Stanger, seconded by Renee Regel, to ***Approve the Certification of Updated District Population Estimate***, as presented. Motion carried unanimously.

Motion by Pete Weismann, seconded by Renee Regel, to ***Approve the Sherburne County School Resource Officer Agreement***, as presented. Motion carried unanimously.

Motion by Connie Robinson, seconded by Corey Stanger, to ***Approve the Resolution Establishing Dates for Filing Affidavits of Candidacy***, as presented. Motion carried unanimously.

Motion by Corey Stanger, seconded by Pete Weismann, to ***Approve the Policy Reviews / Changes***, as presented:

- 103 Review Only Complaints – Students, Employees, Parents, Other Persons
- 201 Review Only Legal Status of the School Board
- 202 Review Only School Board Officers
- 203 Review Only Operation of the School Board – Governing Board
- 203.1 Review Only School Board Procedures Rules of Order
- 203.2 Review Only Order of the Regular School Board Meeting
- 203.5 Review Only School Board Meeting Agenda

203.6	Review Only Consent Agendas
204	Review Only School Board Meeting Minutes
205	Review Only Open Meetings and Closed Meetings
206	Review Only Public Participation in School Board Meetings w/ Form
208	Review Only Development, Adoption, and Implementation of Policies
209	Review Only School Board Code of Ethics
210	Review Only Conflict of Interest – School Board Members
213	Review Only School Board Committees
214	Review Only Out of State Travel by School Board Members
217	Review Only Delegation to the Superintendent
218	Review Only Agenda Planning
219	Review Only School Board Student Representatives
220	Review Only Board Job Description
221	Review Only Macro Governance
222	Review Only Board – Superintendent Relationship
223	Review Only Strategic Goals
224	Review Only School Board Representation on Interview Committees
302	Review Only Superintendent
304	Review Only Superintendent Contract Duties and Evaluation
305	Review Only Policy Implementation
307	Review Only Compensation and Benefits
402	Review Only Disability Nondiscrimination
415	Revised Mandated Reporting of Maltreatment of Vulnerable Adults
522	Review Only Student Sex Nondiscrimination
599	Review Only Radiological Emergency Plan (REP) for Schools
905	Review Only Advertising

Motion carried unanimously.

A ***First Reading*** was held on the following policy:

722	Revised	Public Data and Data Subject Requests
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A Second Reading will be held at the next regular school board meeting.

The meeting was ***adjourned*** at 7:03 p.m.

Aaron Jurek, Chair

Pete Weismann, Clerk

Recorder: Angela Oswald

Chair Jurek called the special meeting of the School Board of District #726 to order on the 24th day of June, 2026 at 6:00 p.m. in the Teaching & Learning Center.

Roll Call

Members present: Ryan Hubbard, Aaron Jurek, Renee Regel, Corey Stanger

Members absent: Connie Robinson, Pete Weismann

Others present: Jeremy Schmidt, Superintendent

Various cabinet members provided a year-end recap for the 2025-2026 school year.

The meeting was *adjourned* at 6:52 p.m.

Aaron Jurek, Chair

Pete Weismann, Clerk

Recorder: Angela Oswald

Becker Schools ISD # 726
Voucher Listing by Batch and Voucher Number
 Invoice Date: 7/1/2020-7/31/2026

Batch	Voucher	Grp	Code	Rcd	Vendor	Invoice #	St	Type	Invoice Date	Invoice Amount	Paid Amount	Discount	Balance
070626	193634	1	18480		BAND SHOPPE	SI234626	P	Invoice	06/02/2026	650.00	650.00	0.00	0.00
070626	193635	1	05328		BECKER COMMUNITY CENTER	1006	P	Invoice	06/02/2026	1,222.00	1,222.00	0.00	0.00
070626	193636	1	13922	R	BSN SPORTS, LLC	934255800	P	Invoice	06/02/2026	3,620.82	3,620.82	0.00	0.00
070626	193637	1	01796		COUNTRY LUMBER	2605-182017	P	Invoice	06/02/2026	299.88	299.88	0.00	0.00
070626	193638	1	01796		COUNTRY LUMBER	2605-182035	P	Invoice	06/02/2026	714.69	714.69	0.00	0.00
070626	193639	1	19007		FINKEN WATER INC	28501TP	P	Invoice	06/02/2026	57.20	57.20	0.00	0.00
070626	193640	1	19007		FINKEN WATER INC	32627TP	P	Invoice	06/02/2026	25.45	25.45	0.00	0.00
070626	193641	1	19173		HEY NATAYLE LLC	2026-001	P	Invoice	06/02/2026	59.00	59.00	0.00	0.00
070626	193642	1	02153		MN HISTORICAL SOCIETY	36008	P	Invoice	06/02/2026	1,624.00	1,624.00	0.00	0.00
070626	193643	1	18194		PINE GROVE ZOO	541	P	Invoice	06/02/2026	1,166.00	1,166.00	0.00	0.00
070626	193644	1	17665		SOLTAU CONSTRUCTION LLC	26-08-01	P	Invoice	06/02/2026	29,604.00	29,604.00	0.00	0.00
070626	193645	1	18825		SPEAR, CHLOE	CS-2026-001	P	Invoice	06/02/2026	202.00	202.00	0.00	0.00
070626	193646	1	19175		ALEX SWANSON	REQ	P	Invoice	06/02/2026	1,000.00	1,000.00	0.00	0.00
070626	193647	1	19176		PROJECT WAYFINDER, INC.	6539	P	Invoice	06/02/2026	18,624.00	18,624.00	0.00	0.00
070626	193648	1	15976		WRUCK SEWER & PORTABLE RENTALS LLC	I34435	P	Invoice	06/02/2026	998.65	998.65	0.00	0.00
070626	193649	1	15976		WRUCK SEWER & PORTABLE RENTALS LLC	I34436	P	Invoice	06/02/2026	297.00	297.00	0.00	0.00
070626	193650	1	18194		PINE GROVE ZOO	547	P	Invoice	06/02/2026	1,067.00	1,067.00	0.00	0.00
070626	193651	1	00466		JOSTEN'S	N003474108	P	Invoice	06/02/2026	125.29	125.29	0.00	0.00
070626	193652	1	17513		ALL NIGHT GRAD PARTY	REQ	P	Invoice	06/04/2026	602.00	602.00	0.00	0.00
070626	193653	1	18841		THE GRANDS AT MULLIGANS	REQ	P	Invoice	06/04/2026	10,576.00	10,576.00	0.00	0.00
070626	193654	1	17642	R	LRS OF MINNESOTA	UA49483	P	Invoice	06/04/2026	8,198.40	8,198.40	0.00	0.00
070626	193655	1	17388		APPLIANCE REPAIR CENTER, INC.	28301	P	Invoice	06/04/2026	276.10	276.10	0.00	0.00
070626	193656	1	17618	R	CHRISTENSEN, VICKI	REQ	P	Invoice	06/04/2026	1,148.40	1,148.40	0.00	0.00

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Batch	Voucher	Grp	Code	Rcd	Vendor	Invoice #	St	Type	Invoice Date	Invoice Amount	Paid Amount	Discount	Balance
070626	193657	1	18999		NORTH STAR PIZZA SLICE, LLC	1515	P	Invoice	06/04/2026	646.47	646.47	0.00	0.00
070626	193658	1	17888		THOUSAND HILLS LIFETIME GRAZED	96268	P	Invoice	06/04/2026	208.00	208.00	0.00	0.00
070626	193659	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9058755	P	Invoice	06/04/2026	118.72	118.72	0.00	0.00
070626	193660	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9061270	P	Invoice	06/04/2026	178.08	178.08	0.00	0.00
070626	193661	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9063896	P	Invoice	06/04/2026	169.73	169.73	0.00	0.00
070626	193662	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9066344	P	Invoice	06/04/2026	118.72	118.72	0.00	0.00
070626	193663	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9058756	P	Invoice	06/04/2026	614.68	614.68	0.00	0.00
070626	193664	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9061271	P	Invoice	06/04/2026	599.84	599.84	0.00	0.00
070626	193665	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9063897	P	Invoice	06/04/2026	664.87	664.87	0.00	0.00
070626	193666	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9066345	P	Invoice	06/04/2026	364.29	364.29	0.00	0.00
070626	193667	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9057420	P	Invoice	06/04/2026	304.59	304.59	0.00	0.00
070626	193668	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9060083	P	Invoice	06/04/2026	295.20	295.20	0.00	0.00
070626	193669	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9062762	P	Invoice	06/04/2026	359.57	359.57	0.00	0.00
070626	193670	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9065361	P	Invoice	06/04/2026	288.88	288.88	0.00	0.00
070626	193671	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9067737	P	Invoice	06/04/2026	97.87	97.87	0.00	0.00
070626	193672	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9057421	P	Invoice	06/04/2026	347.09	347.09	0.00	0.00
070626	193673	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9060084	P	Invoice	06/04/2026	410.13	410.13	0.00	0.00
070626	193674	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9061272	P	Invoice	06/04/2026	540.48	540.48	0.00	0.00

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070626	193675	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9062763	P	Invoice	06/04/2026	342.83	342.83	0.00	0.00
070626	193676	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9063898	P	Invoice	06/04/2026	395.95	395.95	0.00	0.00
070626	193677	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9065362	P	Invoice	06/04/2026	195.67	195.67	0.00	0.00
070626	193678	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9066346	P	Invoice	06/04/2026	509.10	509.10	0.00	0.00
070626	193679	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9067738	P	Invoice	06/04/2026	330.27	330.27	0.00	0.00
070626	193680	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9058757	P	Invoice	06/04/2026	575.63	575.63	0.00	0.00
070626	193681	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9060085	P	Invoice	06/04/2026	807.21	807.21	0.00	0.00
070626	193682	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9061273	P	Invoice	06/04/2026	592.97	592.97	0.00	0.00
070626	193683	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9062764	P	Invoice	06/04/2026	525.92	525.92	0.00	0.00
070626	193684	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9063899	P	Invoice	06/04/2026	854.41	854.41	0.00	0.00
070626	193685	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9065363	P	Invoice	06/04/2026	766.26	766.26	0.00	0.00
070626	193686	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9066347	P	Invoice	06/04/2026	811.75	811.75	0.00	0.00
070626	193687	1	17052	R	PRAIRIE FARMS - WOODBURY, MN	9067739	P	Invoice	06/04/2026	134.60	134.60	0.00	0.00
070626	193688	1	02826		PAN-O-GOLD BAKING CO	10000726122004	P	Invoice	06/04/2026	102.40	102.40	0.00	0.00
070626	193689	1	02826		PAN-O-GOLD BAKING CO	10000726129003	P	Invoice	06/04/2026	77.70	77.70	0.00	0.00
070626	193690	1	02826		PAN-O-GOLD BAKING CO	10000726136006	P	Invoice	06/04/2026	163.50	163.50	0.00	0.00
070626	193691	1	02826		PAN-O-GOLD BAKING CO	10000726139015	P	Credit	06/04/2026	(108.00)	(108.00)	0.00	0.00
070626	193692	1	02826		PAN-O-GOLD BAKING CO	10000726143006	P	Invoice	06/04/2026	55.50	55.50	0.00	0.00

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070626	193693	1	02826		PAN-O-GOLD BAKING CO	10000726122005	P	Invoice	06/04/2026	24.92	24.92	0.00	0.00
070626	193694	1	02826		PAN-O-GOLD BAKING CO	10000726129004	P	Invoice	06/04/2026	63.92	63.92	0.00	0.00
070626	193695	1	02826		PAN-O-GOLD BAKING CO	10000726136007	P	Invoice	06/04/2026	60.90	60.90	0.00	0.00
070626	193696	1	02826		PAN-O-GOLD BAKING CO	10000726122003	P	Invoice	06/04/2026	58.52	58.52	0.00	0.00
070626	193697	1	02826		PAN-O-GOLD BAKING CO	10000726129006	P	Invoice	06/04/2026	97.22	97.22	0.00	0.00
070626	193698	1	02826		PAN-O-GOLD BAKING CO	10000726136008	P	Invoice	06/04/2026	102.62	102.62	0.00	0.00
070626	193699	1	02826		PAN-O-GOLD BAKING CO	10000726143008	P	Invoice	06/04/2026	10.80	10.80	0.00	0.00
070626	193700	1	02826		PAN-O-GOLD BAKING CO	10000726122001	P	Invoice	06/04/2026	44.40	44.40	0.00	0.00
070626	193701	1	02826		PAN-O-GOLD BAKING CO	10000726129005	P	Invoice	06/04/2026	110.10	110.10	0.00	0.00
070626	193702	1	02826		PAN-O-GOLD BAKING CO	10000726138016	P	Invoice	06/04/2026	159.50	159.50	0.00	0.00
070626	193703	1	02826		PAN-O-GOLD BAKING CO	10000726143007	P	Invoice	06/04/2026	111.60	111.60	0.00	0.00
070626	193704	1	02826		PAN-O-GOLD BAKING CO	10000726122002	P	Invoice	06/04/2026	61.20	61.20	0.00	0.00
070626	193705	1	02826		PAN-O-GOLD BAKING CO	10000726138017	P	Invoice	06/04/2026	52.00	52.00	0.00	0.00
070626	193706	1	02826		PAN-O-GOLD BAKING CO	10000726143009	P	Invoice	06/04/2026	145.20	145.20	0.00	0.00
070626	193707	1	11774		TRIO SUPPLY COMPANY	1101648	P	Invoice	06/04/2026	438.47	438.47	0.00	0.00
070626	193708	1	11774		TRIO SUPPLY COMPANY	1101649	P	Invoice	06/04/2026	225.18	225.18	0.00	0.00
070626	193709	1	11774		TRIO SUPPLY COMPANY	1101650	P	Invoice	06/04/2026	217.53	217.53	0.00	0.00
070626	193710	1	11774		TRIO SUPPLY COMPANY	1101651	P	Invoice	06/04/2026	326.27	326.27	0.00	0.00
070626	193711	1	11774		TRIO SUPPLY COMPANY	1098342	P	Invoice	06/04/2026	438.47	438.47	0.00	0.00
070626	193712	1	11774		TRIO SUPPLY COMPANY	1098343	P	Invoice	06/04/2026	304.62	304.62	0.00	0.00
070626	193713	1	11774		TRIO SUPPLY COMPANY	1098345	P	Invoice	06/04/2026	194.23	194.23	0.00	0.00

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Batch	Voucher	Grp	Code	Rcd	Vendor	Invoice #	St	Type	Invoice Date	Invoice Amount	Paid Amount	Discount	Balance
070626	193714	1	00013		SYSCO WESTERN MINNESOTA	353178546	P	Invoice	06/05/2026	3,258.94	3,258.94	0.00	0.00
070626	193715	1	00013		SYSCO WESTERN MINNESOTA	353180430	P	Invoice	06/05/2026	2,484.86	2,484.86	0.00	0.00
070626	193716	1	00013		SYSCO WESTERN MINNESOTA	353183723	P	Invoice	06/05/2026	2,826.38	2,826.38	0.00	0.00
070626	193717	1	00013		SYSCO WESTERN MINNESOTA	353185609	P	Invoice	06/05/2026	1,644.20	1,644.20	0.00	0.00
070626	193718	1	00013		SYSCO WESTERN MINNESOTA	353185987	P	Credit	06/05/2026	(57.30)	(57.30)	0.00	0.00
070626	193719	1	00013		SYSCO WESTERN MINNESOTA	353189179	P	Invoice	06/05/2026	2,425.71	2,425.71	0.00	0.00
070626	193720	1	00013		SYSCO WESTERN MINNESOTA	353191195	P	Invoice	06/05/2026	3,941.86	3,941.86	0.00	0.00
070626	193721	1	00013		SYSCO WESTERN MINNESOTA	353196000	P	Invoice	06/05/2026	1,049.58	1,049.58	0.00	0.00
070626	193722	1	00013		SYSCO WESTERN MINNESOTA	353196965	P	Invoice	06/05/2026	124.78	124.78	0.00	0.00
070626	193723	1	00013		SYSCO WESTERN MINNESOTA	353199148	P	Invoice	06/05/2026	2,814.49	2,814.49	0.00	0.00
070626	193724	1	00013		SYSCO WESTERN MINNESOTA	353178543	P	Invoice	06/05/2026	4,748.67	4,748.67	0.00	0.00
070626	193725	1	00013		SYSCO WESTERN MINNESOTA	353180429	P	Invoice	06/05/2026	2,050.50	2,050.50	0.00	0.00
070626	193726	1	00013		SYSCO WESTERN MINNESOTA	353180509	P	Invoice	06/05/2026	151.32	151.32	0.00	0.00
070626	193727	1	00013		SYSCO WESTERN MINNESOTA	353183719	P	Invoice	06/05/2026	3,540.79	3,540.79	0.00	0.00
070626	193728	1	00013		SYSCO WESTERN MINNESOTA	353185608	P	Invoice	06/05/2026	4,621.41	4,621.41	0.00	0.00
070626	193729	1	00013		SYSCO WESTERN MINNESOTA	353189176	P	Invoice	06/05/2026	2,392.08	2,392.08	0.00	0.00
070626	193730	1	00013		SYSCO WESTERN MINNESOTA	353190388	P	Invoice	06/05/2026	51.62	51.62	0.00	0.00
070626	193731	1	00013		SYSCO WESTERN MINNESOTA	35391194	P	Invoice	06/05/2026	3,582.70	3,582.70	0.00	0.00

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070626	193732	1	00013		SYSCO WESTERN MINNESOTA	353193287	P	Invoice	06/05/2026	140.30	140.30	0.00	0.00
070626	193733	1	00013		SYSCO WESTERN MINNESOTA	353195999	P	Invoice	06/05/2026	2,317.09	2,317.09	0.00	0.00
070626	193734	1	00013		SYSCO WESTERN MINNESOTA	353199144	P	Invoice	06/05/2026	1,738.95	1,738.95	0.00	0.00
070626	193735	1	00013		SYSCO WESTERN MINNESOTA	353199145	P	Invoice	06/05/2026	177.38	177.38	0.00	0.00
070626	193736	1	00013		SYSCO WESTERN MINNESOTA	353178542	P	Invoice	06/05/2026	157.09	157.09	0.00	0.00
070626	193737	1	00013		SYSCO WESTERN MINNESOTA	353180428	P	Invoice	06/05/2026	301.39	301.39	0.00	0.00
070626	193738	1	00013		SYSCO WESTERN MINNESOTA	353183718	P	Invoice	06/05/2026	117.26	117.26	0.00	0.00
070626	193739	1	00013		SYSCO WESTERN MINNESOTA	353185607	P	Invoice	06/05/2026	152.76	152.76	0.00	0.00
070626	193740	1	00013		SYSCO WESTERN MINNESOTA	353189175	P	Invoice	06/05/2026	347.59	347.59	0.00	0.00
070626	193741	1	00013		SYSCO WESTERN MINNESOTA	353191193	P	Invoice	06/05/2026	248.96	248.96	0.00	0.00
070626	193742	1	00013		SYSCO WESTERN MINNESOTA	353195998	P	Invoice	06/05/2026	240.35	240.35	0.00	0.00
070626	193743	1	00013		SYSCO WESTERN MINNESOTA	353178544	P	Invoice	06/05/2026	392.25	392.25	0.00	0.00
070626	193744	1	00013		SYSCO WESTERN MINNESOTA	353183720	P	Invoice	06/05/2026	170.11	170.11	0.00	0.00
070626	193745	1	00013		SYSCO WESTERN MINNESOTA	353185611	P	Invoice	06/05/2026	83.26	83.26	0.00	0.00
070626	193746	1	00013		SYSCO WESTERN MINNESOTA	353189177	P	Invoice	06/05/2026	159.71	159.71	0.00	0.00
070626	193747	1	00013		SYSCO WESTERN MINNESOTA	353191197	P	Invoice	06/05/2026	193.37	193.37	0.00	0.00
070626	193748	1	00013		SYSCO WESTERN MINNESOTA	15328487P	P	Credit	06/05/2026	(44.76)	(44.76)	0.00	0.00
070626	193749	1	00013		SYSCO WESTERN MINNESOTA	353199146	P	Invoice	06/05/2026	57.89	57.89	0.00	0.00

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070626	193750	1	00013		SYSCO WESTERN MINNESOTA	353178545	P	Invoice	06/05/2026	2,787.72	2,787.72	0.00	0.00
070626	193751	1	00013		SYSCO WESTERN MINNESOTA	353178708	P	Invoice	06/05/2026	87.30	87.30	0.00	0.00
070626	193752	1	00013		SYSCO WESTERN MINNESOTA	353180432	P	Invoice	06/05/2026	2,604.78	2,604.78	0.00	0.00
070626	193753	1	00013		SYSCO WESTERN MINNESOTA	353183721	P	Invoice	06/05/2026	3,006.07	3,006.07	0.00	0.00
070626	193754	1	00013		SYSCO WESTERN MINNESOTA	353183722	P	Invoice	06/05/2026	10.06	10.06	0.00	0.00
070626	193755	1	00013		SYSCO WESTERN MINNESOTA	353185613	P	Invoice	06/05/2026	10.77	10.77	0.00	0.00
070626	193756	1	00013		SYSCO WESTERN MINNESOTA	353185612	P	Invoice	06/05/2026	2,437.10	2,437.10	0.00	0.00
070626	193757	1	00013		SYSCO WESTERN MINNESOTA	353185988	P	Credit	06/05/2026	(42.89)	(42.89)	0.00	0.00
070626	193758	1	00013		SYSCO WESTERN MINNESOTA	353189178	P	Invoice	06/05/2026	2,366.26	2,366.26	0.00	0.00
070626	193759	1	00013		SYSCO WESTERN MINNESOTA	353191199	P	Invoice	06/05/2026	46.40	46.40	0.00	0.00
070626	193760	1	00013		SYSCO WESTERN MINNESOTA	353191198	P	Invoice	06/05/2026	2,707.73	2,707.73	0.00	0.00
070626	193761	1	00013		SYSCO WESTERN MINNESOTA	353196002	P	Invoice	06/05/2026	2,661.11	2,661.11	0.00	0.00
070626	193762	1	00013		SYSCO WESTERN MINNESOTA	353199147	P	Invoice	06/05/2026	1,052.07	1,052.07	0.00	0.00
070626	193763	1	00013		SYSCO WESTERN MINNESOTA	353178547	P	Invoice	06/05/2026	2,514.11	2,514.11	0.00	0.00
070626	193764	1	00013		SYSCO WESTERN MINNESOTA	353180431	P	Invoice	06/05/2026	2,619.79	2,619.79	0.00	0.00
070626	193765	1	00013		SYSCO WESTERN MINNESOTA	353183724	P	Invoice	06/05/2026	2,837.56	2,837.56	0.00	0.00
070626	193766	1	00013		SYSCO WESTERN MINNESOTA	353184132	P	Credit	06/05/2026	(51.44)	(51.44)	0.00	0.00
070626	193767	1	00013		SYSCO WESTERN MINNESOTA	353185610	P	Invoice	06/05/2026	1,844.46	1,844.46	0.00	0.00

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070626	193768	1	00013		SYSCO WESTERN MINNESOTA	353189180	P	Invoice	06/05/2026	2,786.27	2,786.27	0.00	0.00
070626	193769	1	00013		SYSCO WESTERN MINNESOTA	353191196	P	Invoice	06/05/2026	4,096.57	4,096.57	0.00	0.00
070626	193770	1	00013		SYSCO WESTERN MINNESOTA	353196001	P	Invoice	06/05/2026	2,067.01	2,067.01	0.00	0.00
070626	193771	1	19177		AANENSON, COLLIN	REQ	P	Invoice	06/05/2026	250.00	250.00	0.00	0.00
070626	193772	1	18848	R	BIG LAKE FLORAL	1000025089	P	Invoice	06/05/2026	489.50	489.50	0.00	0.00
070626	193773	1	19178		CLEMEN, KAYLIE	REQ	P	Invoice	06/05/2026	250.00	250.00	0.00	0.00
070626	193774	1	17121		COLLEGE BOARD	A271159431	P	Invoice	06/05/2026	5,210.00	5,210.00	0.00	0.00
070626	193775	1	19179		FAKHREDDINE, SOFIA	REQ	P	Invoice	06/05/2026	250.00	250.00	0.00	0.00
070626	193776	1	19180		PERSON, MEGHAN	REQ	P	Invoice	06/05/2026	250.00	250.00	0.00	0.00
070626	193885	1	19183		AANENSON, SHANE	REQ	P	Invoice	06/10/2026	16.25	16.25	0.00	0.00
070626	193886	1	19184		BARELA, KRYSTA	REQ	P	Invoice	06/10/2026	25.65	25.65	0.00	0.00
070626	193887	1	01769		BECKER TRUE VALUE HDWE	A330983	P	Invoice	06/10/2026	29.98	29.98	0.00	0.00
070626	193888	1	01769		BECKER TRUE VALUE HDWE	B294235	P	Invoice	06/10/2026	23.88	23.88	0.00	0.00
070626	193889	1	01769		BECKER TRUE VALUE HDWE	A328113	P	Invoice	06/10/2026	70.83	70.83	0.00	0.00
070626	193890	1	01769		BECKER TRUE VALUE HDWE	A327738	P	Invoice	06/10/2026	19.65	19.65	0.00	0.00
070626	193891	1	19185		BENDER, JASON	REQ	P	Invoice	06/10/2026	53.10	53.10	0.00	0.00
070626	193892	1	19186		BERMEL, RYAN	REQ	P	Invoice	06/10/2026	80.25	80.25	0.00	0.00
070626	193893	1	9915	R	BURAU, ROSS	REQ	P	Invoice	06/10/2026	131.65	131.65	0.00	0.00
070626	193894	1	19187		CABRERA, SHANNON	REQ	P	Invoice	06/10/2026	63.20	63.20	0.00	0.00
070626	193895	1	16270		DOERING, TANYA	REQ	P	Invoice	06/10/2026	80.65	80.65	0.00	0.00
070626	193896	1	19188		GARSKE, NOELLE	REQ	P	Invoice	06/10/2026	17.00	17.00	0.00	0.00
070626	193897	1	19189		GUNDERSON, DEB	REQ	P	Invoice	06/10/2026	68.80	68.80	0.00	0.00
070626	193898	1	19190		HENNEN. STACIE	REQ	P	Invoice	06/10/2026	20.20	20.20	0.00	0.00
070626	193899	1	19191		JIANG, EMILY	REQ	P	Invoice	06/10/2026	29.75	29.75	0.00	0.00
070626	193900	1	8799		JOHNSON, CHAD	REQ	P	Invoice	06/10/2026	20.00	20.00	0.00	0.00
070626	193901	1	19192		KEMPIN, LAURA	REQ	P	Invoice	06/10/2026	14.30	14.30	0.00	0.00
070626	193902	1	15017		KIRK, KRISTI	REQ	P	Invoice	06/10/2026	41.60	41.60	0.00	0.00

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070626	193903	1	05105	R	MIDWAY IRON & METAL COMPANY	632174	P	Invoice	06/10/2026	49.00	49.00	0.00	0.00
070626	193904	1	19193		PAULSON, DAN	REQ	P	Invoice	06/10/2026	34.80	34.80	0.00	0.00
070626	193905	1	19194		LAHR-PERKINS, DEBORAH	REQ	P	Invoice	06/10/2026	214.60	214.60	0.00	0.00
070626	193906	1	17265		PETERSON, JESSE	REQ	P	Invoice	06/10/2026	81.50	81.50	0.00	0.00
070626	193907	1	19195		THEISEN, CHRISTINE	REQ	P	Invoice	06/10/2026	16.10	16.10	0.00	0.00
070626	193908	1	04973	R	ACT, INC.	39092	P	Invoice	06/16/2026	3,777.75	3,777.75	0.00	0.00
070626	193909	1	06590		AIM ELECTRONICS, INC	46466	P	Invoice	06/16/2026	552.50	552.50	0.00	0.00
070626	193910	1	06101		ALL STAR TROPHY & AWARDS INC	13912	P	Invoice	06/16/2026	663.00	663.00	0.00	0.00
070626	193911	1	06101		ALL STAR TROPHY & AWARDS INC	13944	P	Invoice	06/16/2026	26.00	26.00	0.00	0.00
070626	193912	1	19197		ALPACA, INC.	1456	P	Invoice	06/16/2026	7,500.00	7,500.00	0.00	0.00
070626	193913	1	17592		AMAZON CAPITAL SERVICES, INC.	1QH7-TRRT-RYQN	P	Invoice	06/16/2026	1,891.50	1,891.50	0.00	0.00
070626	193914	1	19013		AUTO VALUE BIG LAKE	131004622	P	Invoice	06/16/2026	85.89	85.89	0.00	0.00
070626	193915	1	17891		AVIBEN LLC	42346	P	Invoice	06/16/2026	437.89	437.89	0.00	0.00
070626	193916	1	18626		BARTHOLD INC.	126992	P	Invoice	06/16/2026	844.80	844.80	0.00	0.00
070626	193917	1	05725		BATTERIES PLUS	P92124607	P	Invoice	06/16/2026	119.99	119.99	0.00	0.00
070626	193918	1	05725		BATTERIES PLUS	P92089442	P	Invoice	06/16/2026	149.99	149.99	0.00	0.00
070626	193919	1	13662		BECKER, NICOLE	REQ	P	Invoice	06/16/2026	508.11	508.11	0.00	0.00
070626	193920	1	14758		BECKER SCREEN PRINT, LLC	39418	P	Invoice	06/16/2026	132.30	132.30	0.00	0.00
070626	193921	1	8712		BLOCK, SUSAN	REQ	P	Invoice	06/16/2026	79.66	79.66	0.00	0.00
070626	193922	1	11622		CASH	REQ	P	Invoice	06/16/2026	218.10	218.10	0.00	0.00
070626	193923	1	6998	R	CENTRACARE HEALTH SYSTEM	SCHFIN4301	P	Invoice	06/16/2026	783.60	783.60	0.00	0.00
070626	193924	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/16/2026	826.67	826.67	0.00	0.00
070626	193925	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/16/2026	245.50	245.50	0.00	0.00
070626	193926	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/16/2026	20.93	20.93	0.00	0.00
070626	193927	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/17/2026	1,538.41	1,538.41	0.00	0.00
070626	193928	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/17/2026	414.02	414.02	0.00	0.00
070626	193929	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/17/2026	1,231.83	1,231.83	0.00	0.00

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070626	193930	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/17/2026	1,721.58	1,721.58	0.00	0.00
070626	193931	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/17/2026	471.82	471.82	0.00	0.00
070626	193932	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/17/2026	59.76	59.76	0.00	0.00
070626	193933	1	00067	R	CITY OF BECKER	REQ	P	Invoice	06/17/2026	81.13	81.13	0.00	0.00
070626	193934	1	12914		PARTS CITY AUTO PARTS	62-734016	P	Invoice	06/17/2026	95.97	95.97	0.00	0.00
070626	193935	1	13363		COMMERCIAL KITCHEN SERVICES	118641	P	Invoice	06/17/2026	190.82	190.82	0.00	0.00
070626	193936	1	18908		COORDINATED BUSINESS SYSTEMS, LTD	INV544165	P	Invoice	06/17/2026	3,885.95	3,885.95	0.00	0.00
070626	193937	1	17423		DEL-TONE INC	176	P	Invoice	06/17/2026	2,646.00	2,646.00	0.00	0.00
070626	193938	1	17384		FITNESS DISTRIBUTING INC	BECKER HS #10	P	Invoice	06/17/2026	235.00	235.00	0.00	0.00
070626	193939	1	6977		GRAND RAPIDS PUBLIC SCHOOLS	AR044874	P	Invoice	06/17/2026	4,240.00	4,240.00	0.00	0.00
070626	193940	1	18697		GRANITE PEST CONTROL, LLC	157931	P	Invoice	06/17/2026	59.00	59.00	0.00	0.00
070626	193941	1	18697		GRANITE PEST CONTROL, LLC	157930	P	Invoice	06/17/2026	79.00	79.00	0.00	0.00
070626	193942	1	18697		GRANITE PEST CONTROL, LLC	157932	P	Invoice	06/17/2026	59.00	59.00	0.00	0.00
070626	193943	1	18697		GRANITE PEST CONTROL, LLC	157929	P	Invoice	06/17/2026	59.00	59.00	0.00	0.00
070626	193944	1	18697		GRANITE PEST CONTROL, LLC	157928	P	Invoice	06/17/2026	59.00	59.00	0.00	0.00
070626	193945	1	18697		GRANITE PEST CONTROL, LLC	157927	P	Invoice	06/17/2026	59.00	59.00	0.00	0.00
070626	193946	1	15920		GREATER MINNESOTA FAMILY SERVICES	1300471	P	Invoice	06/17/2026	2,145.83	2,145.83	0.00	0.00
070626	193947	1	7422		GRUBER, BRENDA	REQ	P	Invoice	06/17/2026	29.00	29.00	0.00	0.00
070626	193948	1	18910		HENKEMEYER, SYDNEE	REQ	P	Invoice	06/17/2026	1,868.33	1,868.33	0.00	0.00
070626	193949	1	18667		HOMETOWN AUTO CARE LLC	4851	P	Invoice	06/17/2026	174.96	174.96	0.00	0.00
070626	193950	1	15482		HUBBARD ELECTRIC LLC	2773	P	Invoice	06/17/2026	672.93	672.93	0.00	0.00

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070626	193951	1	16922		IMHOLTE, KRISTIN	REQ	P	Invoice	06/17/2026	27.99	27.99	0.00	0.00
070626	193952	1	00810	P	ISD #727 BIG LAKE	3427	P	Invoice	06/17/2026	6,650.00	6,650.00	0.00	0.00
070626	193953	1	02284	P	ISD #877 COMMUNITY EDUCATION	REQ	P	Invoice	06/17/2026	9,000.00	9,000.00	0.00	0.00
070626	193954	1	18307		JK LANDSCAPE CONSTRUCTION LLC	10027	P	Invoice	06/17/2026	786.45	786.45	0.00	0.00
070626	193955	1	17345		KRAUS, RICK	REQ	P	Invoice	06/17/2026	107.88	107.88	0.00	0.00
070626	193956	1	11502		INTEGRATED SYSTEMS CORPORATION	3950	P	Invoice	06/17/2026	185.00	185.00	0.00	0.00
070626	193957	1	18263		LAND O'LAKES OIL COMPANY	7234	P	Invoice	06/17/2026	30,177.51	30,177.51	0.00	0.00
070626	193958	1	15887	P	LAWSON PRODUCTS, INC.	9313507547	V	Credit	06/17/2026	0.00	0.00	0.00	0.00
070626	193959	1	17784		LORENTZ, JENNIFER	REQ	P	Invoice	06/17/2026	654.21	654.21	0.00	0.00
070626	193960	1	15887	P	LAWSON PRODUCTS, INC.	9313507547R	P	Invoice	06/17/2026	282.22	282.22	0.00	0.00
070626	193961	1	16358	R	ARVIG	REQ	P	Invoice	06/17/2026	207.18	207.18	0.00	0.00
070626	193962	1	14885		KUSESKE, MICHELLE	REQ	P	Invoice	06/17/2026	120.96	120.96	0.00	0.00
070626	193963	1	16684		LARKIN ELECTRONICS	REQ	P	Invoice	06/17/2026	45.00	45.00	0.00	0.00
070626	193964	1	16684		LARKIN ELECTRONICS	REQ	P	Invoice	06/17/2026	335.00	335.00	0.00	0.00
070626	193965	1	18036	R	LEXIA LEARNING SYSTEMS LLC	8826251	P	Invoice	06/17/2026	995.00	995.00	0.00	0.00
070626	193966	1	15577		LOESCH, STEPHANIE	REQ	P	Invoice	06/17/2026	33.78	33.78	0.00	0.00
070626	193967	1	13086		LOMMEL PHOTOGRAPHY INC.	13684-1	P	Invoice	06/17/2026	395.00	395.00	0.00	0.00
070626	193968	1	13086		LOMMEL PHOTOGRAPHY INC.	13685-1	P	Invoice	06/17/2026	435.00	435.00	0.00	0.00
070626	193969	1	14534		MADISON NATIONAL LIFE INSURANCE CO., INC.	BILL #1778211	P	Invoice	06/17/2026	3,018.84	3,018.84	0.00	0.00
070626	193970	1	15770		MAJESTIC CREATIONS	13745	P	Invoice	06/17/2026	1,313.16	1,313.16	0.00	0.00
070626	193971	1	00225	R	MARCO	42193568	P	Invoice	06/17/2026	288.63	288.63	0.00	0.00
070626	193972	1	04260	R	MASA	4499	P	Invoice	06/17/2026	508.00	508.00	0.00	0.00
070626	193973	1	8735		MATHIES, TRACI	REQ	P	Invoice	06/17/2026	51.86	51.86	0.00	0.00
070626	193974	1	11767	R	MCDOWALL COMPANY	2BEHS-03	P	Invoice	06/17/2026	528,410.61	528,410.61	0.00	0.00

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070626	193975	1	11767		MCDOWALL COMPANY	25382	P	Invoice	06/17/2026	5,749.00	5,749.00	0.00	0.00
070626	193976	1	04442	R	MCGRRAW HILL LLC	140717097001	P	Invoice	06/17/2026	37,581.79	37,581.79	0.00	0.00
070626	193977	1	04442	R	MCGRRAW HILL LLC	140722646001	P	Invoice	06/17/2026	2,128.98	2,128.98	0.00	0.00
070626	193978	1	04442	R	MCGRRAW HILL LLC	140717716001	P	Invoice	06/17/2026	12,714.09	12,714.09	0.00	0.00
070626	193979	1	04035		APPLE INC.	MC71252939	P	Invoice	06/17/2026	1,299.00	1,299.00	0.00	0.00
070626	193980	1	04035		APPLE INC.	MC70741366	P	Invoice	06/17/2026	2,970.00	2,970.00	0.00	0.00
070626	193981	1	04035		APPLE INC.	MC72469229	P	Invoice	06/17/2026	68,310.00	68,310.00	0.00	0.00
070626	193982	1	18860		DESSELLIER, COLLIN & ERICA	REQ	P	Invoice	06/17/2026	1,593.00	1,593.00	0.00	0.00
070626	193983	1	18861		DVORAK, JASON & TAMMY	REQ	P	Invoice	06/17/2026	2,655.00	2,655.00	0.00	0.00
070626	193984	1	17804		FINLEY, MARC	REQ	P	Invoice	06/17/2026	531.00	531.00	0.00	0.00
070626	193985	1	18181		HAZEN, KRISTEN	REQ	P	Invoice	06/17/2026	531.00	531.00	0.00	0.00
070626	193986	1	18182		LEDDY, BENJAMIN & COURTNEY	REQ	P	Invoice	06/17/2026	1,593.00	1,593.00	0.00	0.00
070626	193987	1	17805		MARTELL, CODY & AMANDA	REQ	P	Invoice	06/17/2026	1,593.00	1,593.00	0.00	0.00
070626	193988	1	18299		MARTIN, KATHRYN	REQ	P	Invoice	06/17/2026	177.00	177.00	0.00	0.00
070626	193989	1	17579		MIDCONTINENT COMMUNICATIONS	36817060115537	P	Invoice	06/17/2026	800.69	800.69	0.00	0.00
070626	193990	1	16957		MIDWEST COMPLIANCE INC.	67205	P	Invoice	06/17/2026	715.00	715.00	0.00	0.00
070626	193991	1	12399		MIDWEST MACHINERY CO.	10921070	P	Invoice	06/17/2026	225.86	225.86	0.00	0.00
070626	193992	1	02153		MN HISTORICAL SOCIETY	36201	P	Invoice	06/17/2026	1,456.00	1,456.00	0.00	0.00
070626	193993	1	02153		MN HISTORICAL SOCIETY	36199	P	Invoice	06/17/2026	1,456.00	1,456.00	0.00	0.00
070626	193994	1	02153		MN HISTORICAL SOCIETY	36267	P	Invoice	06/17/2026	1,872.00	1,872.00	0.00	0.00
070626	193995	1	00249	P	MN STATE HIGH SCHOOL LEAGUE	044624	P	Invoice	06/17/2026	1,000.00	1,000.00	0.00	0.00
070626	193996	1	9744	R	MOMENTUM TRUCK GROUP	X194263211:01	P	Invoice	06/17/2026	505.73	505.73	0.00	0.00
070626	193997	1	9744	R	MOMENTUM TRUCK GROUP	X194263537:01	P	Invoice	06/17/2026	143.30	143.30	0.00	0.00

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070626	193998	1	17674	R	MRI SOFTWARE LLC	MRIUS2799494	P	Invoice	06/17/2026	215.00	215.00	0.00	0.00
070626	193999	1	00261		NASCO EDUCATION LLC / SCHOOL SPECIALTY LLC	932700	P	Invoice	06/17/2026	116.48	116.48	0.00	0.00
070626	194000	1	00165	R	NORTH CENTRAL INTERNATIONAL, LLC	X226035168:01	P	Invoice	06/17/2026	46.25	46.25	0.00	0.00
070626	194001	1	18999		NORTH STAR PIZZA SLICE, LLC	1522	P	Invoice	06/17/2026	635.49	635.49	0.00	0.00
070626	194002	1	15821		NUCO2	83889804	P	Invoice	06/17/2026	697.60	697.60	0.00	0.00
070626	194003	1	12198		OFFICE FURNITURE SOLUTIONS, INC.	122949	P	Invoice	06/17/2026	395.00	395.00	0.00	0.00
070626	194004	1	12198		OFFICE FURNITURE SOLUTIONS, INC.	122902	P	Invoice	06/17/2026	2,541.50	2,541.50	0.00	0.00
070626	194005	1	19198		OTTO, AMY	REQ	P	Invoice	06/17/2026	44.82	44.82	0.00	0.00
070626	194006	1	12914		PARTS CITY AUTO PARTS	REQ	P	Invoice	06/17/2026	11.49	11.49	0.00	0.00
070626	194007	1	12914		PARTS CITY AUTO PARTS	62-734257	P	Invoice	06/17/2026	344.81	344.81	0.00	0.00
070626	194008	1	17131		PATRIOT NEWS MN	016407	P	Invoice	06/17/2026	2,577.00	2,577.00	0.00	0.00
070626	194009	1	17131		PATRIOT NEWS MN	016374	P	Invoice	06/17/2026	930.00	930.00	0.00	0.00
070626	194010	1	03422		KRAUSE, LISA	REQ	P	Invoice	06/18/2026	21.35	21.35	0.00	0.00
070626	194011	1	18500	R	PRO WATER SOLUTIONS LLC	18196	P	Invoice	06/18/2026	578.92	578.92	0.00	0.00
070626	194012	1	18890	R	POWERSCHOOL GROUP LLC	INV483123	P	Invoice	06/18/2026	4,717.50	4,717.50	0.00	0.00
070626	194013	1	00057		RESOURCE TRAINING & SOLUTIONS	44764	P	Invoice	06/18/2026	20.00	20.00	0.00	0.00
070626	194014	1	13457		RUSSELL SECURITY RESOURCE INC	A55796	P	Invoice	06/18/2026	57.00	57.00	0.00	0.00
070626	194015	1	14078	R	SAFETYFIRST PLAYGROUND MAINTENANCE	10300	P	Invoice	06/18/2026	685.45	685.45	0.00	0.00
070626	194016	1	18086	R	SAVVAS LEARNING COMPANY LLC	6800272672	P	Invoice	06/18/2026	8,466.12	8,466.12	0.00	0.00
070626	194017	1	16780		SCHMIDT, JEREMY	REQ	P	Invoice	06/18/2026	2,383.80	2,383.80	0.00	0.00
070626	194018	1	11681		SCHOOL FIX CATALOG	653400A	P	Invoice	06/18/2026	4,404.32	4,404.32	0.00	0.00

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070626	194019	1	18657		SCHROEDER, CATARINA REQ		P	Invoice	06/18/2026	78.88	78.88	0.00	0.00
070626	194020	1	9809		SECURITY & SOUND CO. 31157		P	Invoice	06/18/2026	720.00	720.00	0.00	0.00
070626	194021	1	13144		SFM	3868053	P	Invoice	06/18/2026	11,248.00	11,248.00	0.00	0.00
070626	194022	1	15303		SHERBURNE NORTHERN WRIGHT	1265	P	Invoice	06/18/2026	1,529.84	1,529.84	0.00	0.00
070626	194023	1	00433		ST. CLOUD REFRIGERATION INC	AW35211	P	Invoice	06/18/2026	254.46	254.46	0.00	0.00
070626	194024	1	00981	P	ST. CLOUD STATE UNIVERSITY	464894	P	Invoice	06/18/2026	3,300.00	3,300.00	0.00	0.00
070626	194025	1	00981	P	ST. CLOUD STATE UNIVERSITY	464895	P	Invoice	06/18/2026	4,400.00	4,400.00	0.00	0.00
070626	194026	1	16879	R	TERRAFORM PHOENIX II ARCADIA HOLDINGS, LLC	200100280416	P	Invoice	06/18/2026	392.99	392.99	0.00	0.00
070626	194027	1	17134		USI INSURANCE SERVICES, LLC	6007817	P	Invoice	06/18/2026	7,500.00	7,500.00	0.00	0.00
070626	194028	1	18183		VEARRIER, JAMES & DESIREE	REQ	P	Invoice	06/18/2026	2,124.00	2,124.00	0.00	0.00
070626	194029	1	18184		WEBER, CHELSEA & JOHN	REQ	P	Invoice	06/18/2026	1,593.00	1,593.00	0.00	0.00
070626	194030	1	15976		WRUCK SEWER & PORTABLE RENTALS LLC	I34396	P	Invoice	06/18/2026	270.00	270.00	0.00	0.00
070626	194031	1	15976		WRUCK SEWER & PORTABLE RENTALS LLC	I34501	P	Invoice	06/18/2026	72.80	72.80	0.00	0.00
070626	194032	1	12979		WEEGE, DUSTIN	REQ	P	Invoice	06/18/2026	118.50	118.50	0.00	0.00
070626	194033	1	00398		WRIGHT TECHNICAL CTR, DIST. #0966	6136	P	Invoice	06/18/2026	2,534.86	2,534.86	0.00	0.00
070626	194034	1	00398		WRIGHT TECHNICAL CTR, DIST. #0966	6118	P	Invoice	06/18/2026	2,823.73	2,823.73	0.00	0.00
070626	194035	1	00275		XCEL ENERGY	1285633301	P	Invoice	06/18/2026	12.30	12.30	0.00	0.00
070626	194036	1	04442	R	MCGRAW HILL LLC	140712203001	P	Invoice	06/18/2026	18,286.26	18,286.26	0.00	0.00
070626	194037	1	19153		TEACHER CREATED MATERIALS	INV144853	P	Invoice	06/18/2026	19,990.60	19,990.60	0.00	0.00
070626	194068	1	16967	R	10327047 SSI MN TRANCHE 2, LLC	C-260619-649680	P	Invoice	06/24/2026	16,788.54	16,788.54	0.00	0.00

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070626	194069	1	16580	R	3023882 USS MINNESOTA ONE MT LLC	C-260619-648854	P	Invoice	06/24/2026	15,677.19	15,677.19	0.00	0.00
070626	194070	1	18625		ANDERSON, MEGAN	REQ	P	Invoice	06/24/2026	531.92	531.92	0.00	0.00
070626	194071	1	18521		BOYLE, TRAVIS JOSEPH	REQ	P	Invoice	06/24/2026	500.00	500.00	0.00	0.00
070626	194072	1	17903	R	CONNEXUS ENERGY	REQ	P	Invoice	06/24/2026	1,212.38	1,212.38	0.00	0.00
070626	194073	1	14769		COTTON, AMY	REQ	P	Invoice	06/24/2026	58.34	58.34	0.00	0.00
070626	194074	1	18522		CRAFT, MADELYN	REQ	P	Invoice	06/24/2026	350.00	350.00	0.00	0.00
070626	194075	1	19151	R	ETS CENTRAL LAKES	1010	P	Invoice	06/24/2026	9,162.50	9,162.50	0.00	0.00
070626	194076	1	18523	R	HAMILTON, HARVEY	REQ	P	Invoice	06/24/2026	450.00	450.00	0.00	0.00
070626	194077	1	19201		HOEFT, MELISSA	REQ	P	Invoice	06/24/2026	357.72	357.72	0.00	0.00
070626	194078	1	14923		HORIZON COMMERCIAL POOL SUPPLY	INV142955	P	Invoice	06/24/2026	1,165.67	1,165.67	0.00	0.00
070626	194079	1	18307		JK LANDSCAPE CONSTRUCTION LLC	10106	P	Invoice	06/24/2026	1,020.20	1,020.20	0.00	0.00
070626	194080	1	11081		KENNEDY & GRAVEN, CHARTERED	193959	P	Invoice	06/24/2026	53.00	53.00	0.00	0.00
070626	194081	1	11081		KENNEDY & GRAVEN, CHARTERED	193960	P	Invoice	06/24/2026	2,463.50	2,463.50	0.00	0.00
070626	194082	1	15017		KIRK, KRISTI	REQ	P	Invoice	06/24/2026	398.94	398.94	0.00	0.00
070626	194083	1	19202		KLEINE, LARKIN	REQ	P	Invoice	06/24/2026	250.00	250.00	0.00	0.00
070626	194084	1	16859		KREFT, DAVE	REQ	P	Invoice	06/24/2026	268.25	268.25	0.00	0.00
070626	194085	1	18863		LEGG, BRENT	REQ	P	Invoice	06/24/2026	350.00	350.00	0.00	0.00
070626	194086	1	13515		LINDQUIST, JOAN	REQ	P	Invoice	06/24/2026	27.99	27.99	0.00	0.00
070626	194087	1	14534		MADISON NATIONAL LIFE INSURANCE CO., INC.	JULY 2026 LTD	P	Invoice	06/24/2026	4,820.81	4,820.81	0.00	0.00
070626	194088	1	11767	R	MCDOWALL COMPANY	25432	P	Invoice	06/24/2026	2,352.00	2,352.00	0.00	0.00
070626	194089	1	16555		MIDAMERICA ADMINISTRATIVE & RETIREMENT SOLUTIONS	0362349	P	Invoice	06/24/2026	465.00	465.00	0.00	0.00
070626	194090	1	18864		MUNSON, BRITNEY	REQ	P	Invoice	06/24/2026	350.00	350.00	0.00	0.00
070626	194091	1	13716		NIEMI, DAVE	REQ	P	Invoice	06/24/2026	872.18	872.18	0.00	0.00
070626	194092	1	15821		NUCO2	83926375	P	Invoice	06/24/2026	408.50	408.50	0.00	0.00

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070626	194093	1	19198		OTTO, AMY	REQ	P	Invoice	06/24/2026	38.32	38.32	0.00	0.00
070626	194094	1	17131		PATRIOT NEWS MN	016705	P	Invoice	06/24/2026	308.00	308.00	0.00	0.00
070626	194095	1	17131		PATRIOT NEWS MN	016706	P	Invoice	06/24/2026	528.00	528.00	0.00	0.00
070626	194096	1	18869		RAHM, ANDREW, JR.	REQ	P	Invoice	06/24/2026	450.00	450.00	0.00	0.00
070626	194097	1	8328	R	RENAISSANCE LEARNING	INV5699751	P	Invoice	06/24/2026	4,094.42	4,094.42	0.00	0.00
070626	194098	1	13849		BEEHLER, KEVIN	REQ	P	Invoice	06/25/2026	141.38	141.38	0.00	0.00
070626	194099	1	9860		FERRIS, SANDI	REQ	P	Invoice	06/25/2026	15.00	15.00	0.00	0.00
070626	194100	1	00466		JOSTEN'S	1450492	P	Invoice	06/25/2026	1,003.24	1,003.24	0.00	0.00
070626	194101	1	06441	R	UNITI	REQ	P	Invoice	06/25/2026	1,765.85	1,765.85	0.00	0.00
070626	194107	1	14215		DELTA DENTAL OF MINNESOTA	CNS0002178438	P	Invoice	06/29/2026	4,820.16	4,820.16	0.00	0.00
070626	194108	1	14215		DELTA DENTAL OF MINNESOTA	CNS0002180974	P	Invoice	06/29/2026	5,637.21	5,637.21	0.00	0.00
070626	194109	1	14215		DELTA DENTAL OF MINNESOTA	CNS0002183196	P	Invoice	06/29/2026	7,640.16	7,640.16	0.00	0.00
070626	194110	1	14215		DELTA DENTAL OF MINNESOTA	CNS0002200950	P	Invoice	06/29/2026	9,192.74	9,192.74	0.00	0.00
070626	194111	1	14215		DELTA DENTAL OF MINNESOTA	CNS0002176988	P	Invoice	06/29/2026	2,332.44	2,332.44	0.00	0.00
070626	194112	1	14532		HEALTHPARTNERS INC.	REQ	P	Invoice	06/29/2026	264.66	264.66	0.00	0.00
070626	194113	1	14532		HEALTHPARTNERS INC.	REQ	P	Invoice	06/29/2026	1.85	1.85	0.00	0.00
070626	194114	1	18943		UNITED HEALTHCARE SERVICES INC.	REQ	P	Invoice	06/29/2026	170,244.08	170,244.08	0.00	0.00
070626	194115	1	18943		UNITED HEALTHCARE SERVICES INC.	REQ	P	Invoice	06/29/2026	121,904.85	121,904.85	0.00	0.00
070626	194116	1	18943		UNITED HEALTHCARE SERVICES INC.	REQ	P	Invoice	06/29/2026	133,619.30	133,619.30	0.00	0.00
070626	194117	1	18943		UNITED HEALTHCARE SERVICES INC.	REQ	P	Invoice	06/29/2026	96,390.36	96,390.36	0.00	0.00
070626	194118	1	18943		UNITED HEALTHCARE SERVICES INC.	371967249981	P	Invoice	06/29/2026	95,140.45	95,140.45	0.00	0.00
070626	194119	1	17807		AMIOT SCHOLASTIC RECOGNITION INC	2253	P	Invoice	06/30/2026	7,267.95	7,267.95	0.00	0.00
070626	194120	1	19021		ANDERSON, MICHELLE	REQ	P	Invoice	06/30/2026	152.14	152.14	0.00	0.00

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Batch	Voucher	Grp	Code	Rcd	Vendor	Invoice #	St	Type	Invoice Date	Invoice Amount	Paid Amount	Discount	Balance
070626	194121	1	06127		BOYER, CHANTEL	REQ	P	Invoice	06/30/2026	141.38	141.38	0.00	0.00
070626	194122	1	01678		BENDER, ELLEN	REQ	P	Invoice	06/30/2026	130.35	130.35	0.00	0.00
070626	194123	1	18908		COORDINATED BUSINESS SYSTEMS, LTD	INV550547	P	Invoice	06/30/2026	3,436.00	3,436.00	0.00	0.00
070626	194124	1	18908		COORDINATED BUSINESS SYSTEMS, LTD	INV550552	P	Invoice	06/30/2026	2,253.05	2,253.05	0.00	0.00
070626	194125	1	14769		COTTON, AMY	REQ	P	Invoice	06/30/2026	47.22	47.22	0.00	0.00
070626	194126	1	19204		DAHLEN SHEET METAL INC.	7134	P	Invoice	06/30/2026	75.00	75.00	0.00	0.00
070626	194127	1	19104		GRANT, KAIA	REQ	P	Invoice	06/30/2026	75.95	75.95	0.00	0.00
070626	194128	1	15646		GREAT RIVER SPINE & SPORT	REQ	P	Invoice	06/30/2026	285.00	285.00	0.00	0.00
070626	194129	1	8767	P	DSC COMMUNICATIONS	2607345	P	Invoice	06/30/2026	116.83	116.83	0.00	0.00
070626	194130	1	19203		IEP HARMONY	26370	P	Invoice	06/30/2026	7,800.00	7,800.00	0.00	0.00
070626	194131	1	18263		LAND O'LAKES OIL COMPANY	TICKET #106601	P	Invoice	06/30/2026	1,751.54	1,751.54	0.00	0.00
070626	194132	1	12819		LUTHERAN SOCIAL SERVICE	REQ	P	Invoice	06/30/2026	1,750.00	1,750.00	0.00	0.00
070626	194133	1	05505		H & B SPECIALIZED PRODUCTS	1a-31684	P	Invoice	06/30/2026	17,050.00	17,050.00	0.00	0.00
070626	194134	1	05505		H & B SPECIALIZED PRODUCTS	1b-31684	P	Invoice	06/30/2026	19,328.00	19,328.00	0.00	0.00
070626	194135	1	9744	R	MOMENTUM TRUCK GROUP	X194266208:02	P	Invoice	06/30/2026	544.64	544.64	0.00	0.00
070626	194136	1	9744	R	MOMENTUM TRUCK GROUP	X194266208:01	P	Invoice	06/30/2026	255.84	255.84	0.00	0.00
070626	194137	1	9744	R	MOMENTUM TRUCK GROUP	X194266147:01	P	Credit	06/30/2026	(72.00)	(72.00)	0.00	0.00
070626	194138	1	9744	R	MOMENTUM TRUCK GROUP	X194265894:01	P	Invoice	06/30/2026	509.02	509.02	0.00	0.00
070626	194139	1	19013		AUTO VALUE BIG LAKE	131005139	P	Invoice	06/30/2026	119.95	119.95	0.00	0.00
070626	194140	1	19013		AUTO VALUE BIG LAKE	131005147	P	Invoice	06/30/2026	16.47	16.47	0.00	0.00
070626	194141	1	19013		AUTO VALUE BIG LAKE	131005138	P	Invoice	06/30/2026	73.99	73.99	0.00	0.00
070626	194142	1	17345		KRAUS, RICK	REQ	P	Invoice	06/30/2026	94.25	94.25	0.00	0.00

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Batch	Voucher	Grp	Code	Rcd	Vendor	Invoice #	St	Type	Invoice Date	Invoice Amount	Paid Amount	Discount	Balance
070626	194143	1	06690		NORTH CENTRAL BUS & EQUIP., INC.	335211	P	Invoice	06/30/2026	234.36	234.36	0.00	0.00
070626	194144	1	06690		NORTH CENTRAL BUS & EQUIP., INC.	335308	P	Invoice	06/30/2026	55.51	55.51	0.00	0.00
070626	194145	1	00165	R	NORTH CENTRAL INTERNATIONAL, LLC	X226035607:01	P	Invoice	06/30/2026	47.47	47.47	0.00	0.00
070626	194146	1	00165	R	NORTH CENTRAL INTERNATIONAL, LLC	X226035560:01	P	Invoice	06/30/2026	18.35	18.35	0.00	0.00
070626	194147	1	15821		NUCO2	84097259	P	Invoice	06/30/2026	523.83	523.83	0.00	0.00
070626	194148	1	14635		OLSON, DAN	REQ	P	Invoice	06/30/2026	1,512.00	1,512.00	0.00	0.00
070626	194149	1	12914		PARTS CITY AUTO PARTS	62-735406	P	Invoice	06/30/2026	11.49	11.49	0.00	0.00
070626	194150	1	12914		PARTS CITY AUTO PARTS	62-736089	P	Invoice	06/30/2026	32.99	32.99	0.00	0.00
070626	194151	1	12914		PARTS CITY AUTO PARTS	62-736068	P	Invoice	06/30/2026	159.21	159.21	0.00	0.00
070626	194152	1	17131		PATRIOT NEWS MN	016744	P	Invoice	06/30/2026	726.00	726.00	0.00	0.00
070626	194153	1	18067	R	POMP'S TIRE SERVICE INC	2380038604	P	Invoice	06/30/2026	378.00	378.00	0.00	0.00
070626	194154	1	16242		POTENTIA MN SOLAR FUND 1, LLC	MN-INV-2605-1-18	P	Invoice	06/30/2026	58,958.92	58,958.92	0.00	0.00
070626	194155	1	15303		SHERBURNE NORTHERN WRIGHT	1273	P	Invoice	06/30/2026	1,120.34	1,120.34	0.00	0.00
070626	194156	1	15729		SHRED-IT, C/O STERICYLCLE, INC.	8014658001	P	Invoice	06/30/2026	316.04	316.04	0.00	0.00
070626	194157	1	15976		WRUCK SEWER & PORTABLE RENTALS LLC	I35436	P	Invoice	06/30/2026	72.80	72.80	0.00	0.00
Batch Total:										1,916,789.36	1,916,789.36	0.00	0.00
070726	194158	1	17592		AMAZON CAPITAL SERVICES, INC.	1D11-DPGW-QLRD	O	Invoice	07/01/2026	255.96	0.00	0.00	255.96
070726	194159	1	17592		AMAZON CAPITAL SERVICES, INC.	1PT7-6166-1VQN	O	Invoice	07/01/2026	173.88	0.00	0.00	173.88
070726	194160	1	17592		AMAZON CAPITAL SERVICES, INC.	13KT-V9NY-WMLJ	O	Invoice	07/01/2026	98.91	0.00	0.00	98.91
070726	194161	1	17592		AMAZON CAPITAL SERVICES, INC.	1PT7-6166-4F91	O	Invoice	07/01/2026	36.74	0.00	0.00	36.74

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Batch	Voucher	Grp	Code	Rcd	Vendor	Invoice #	St	Type	Invoice Date	Invoice Amount	Paid Amount	Discount	Balance
070726	194162	1	17592		AMAZON CAPITAL SERVICES, INC.	1KQH-Y4WK-WNDD	O	Invoice	07/01/2026	183.93	0.00	0.00	183.93
070726	194163	1	17592		AMAZON CAPITAL SERVICES, INC.	1PN1-L3L9-4941	O	Invoice	07/01/2026	64.38	0.00	0.00	64.38
070726	194164	1	17592		AMAZON CAPITAL SERVICES, INC.	133L-1GHG-WCT4	O	Invoice	07/01/2026	261.63	0.00	0.00	261.63
070726	194165	1	17592		AMAZON CAPITAL SERVICES, INC.	1KPF-7TXR-X1PT	O	Invoice	07/01/2026	68.84	0.00	0.00	68.84
070726	194166	1	17592		AMAZON CAPITAL SERVICES, INC.	1PJ6-WXN1-4DG4	O	Invoice	07/01/2026	317.72	0.00	0.00	317.72
070726	194167	1	17592		AMAZON CAPITAL SERVICES, INC.	1FC4-7W3L-TH7W	O	Invoice	07/01/2026	73.61	0.00	0.00	73.61
070726	194168	1	17592		AMAZON CAPITAL SERVICES, INC.	1KPF-7TXR-X1TL	O	Invoice	07/01/2026	65.86	0.00	0.00	65.86
070726	194169	1	17592		AMAZON CAPITAL SERVICES, INC.	1WR6-FVTJ-4F1G	O	Invoice	07/01/2026	513.27	0.00	0.00	513.27
070726	194170	1	00052	R	CAROLINA BIOLOGICAL SUPPLY CO	53475363 RI	O	Invoice	07/01/2026	664.20	0.00	0.00	664.20
070726	194171	1	00052	R	CAROLINA BIOLOGICAL SUPPLY CO	53474592 RI	O	Invoice	07/01/2026	167.09	0.00	0.00	167.09
070726	194172	1	00058		CMERDC	202199	O	Invoice	07/01/2026	6,042.75	0.00	0.00	6,042.75
070726	194173	1	00058		CMERDC	202091	O	Invoice	07/01/2026	1,100.00	0.00	0.00	1,100.00
070726	194174	1	18908		COORDINATED BUSINESS SYSTEMS, LTD	INV549360	O	Invoice	07/01/2026	20,205.60	0.00	0.00	20,205.60
070726	194175	1	17899		ETI, INC	REQ	O	Invoice	07/01/2026	19,200.00	0.00	0.00	19,200.00
070726	194176	1	11729		FOLLETT SOFTWARE, LLC	1615271	O	Invoice	07/01/2026	564.96	0.00	0.00	564.96
070726	194177	1	13581	R	FRONTLINE TECHNOLOGIES GRP, LLC	INVUS239695	O	Invoice	07/01/2026	29,368.99	0.00	0.00	29,368.99
070726	194178	1	13581	R	FRONTLINE TECHNOLOGIES GRP, LLC	INVUS246880	O	Invoice	07/01/2026	5,647.58	0.00	0.00	5,647.58
070726	194179	1	19205		GRANT CONSULTING/MCGRATH TRAINING SOLUTIONS	MTS-26-338	O	Invoice	07/01/2026	9,100.00	0.00	0.00	9,100.00

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070726	194180	1	18934	R	HEARTLAND BUSINESS SYSTEMS, LLC	895204-H	O	Invoice	07/01/2026	3,650.00	0.00	0.00	3,650.00
070726	194181	1	19007		FINKEN WATER INC	36655TP	O	Invoice	07/01/2026	26.20	0.00	0.00	26.20
070726	194182	1	10824		INNOVATIVE OFFICE SOLUTIONS, LLC	IN5140084	O	Invoice	07/01/2026	464.85	0.00	0.00	464.85
070726	194183	1	10824		INNOVATIVE OFFICE SOLUTIONS, LLC	IN5141062	O	Invoice	07/01/2026	91.85	0.00	0.00	91.85
070726	194184	1	18179	R	INSTRUCTURE, INC.	INV679640	O	Invoice	07/01/2026	3,335.00	0.00	0.00	3,335.00
070726	194185	1	03098	R	J. W. PEPPER & SON, INC.	368609843	O	Invoice	07/01/2026	389.95	0.00	0.00	389.95
070726	194186	1	05809	P	JUNIOR LIBRARY GUILD	750900	O	Invoice	07/01/2026	547.00	0.00	0.00	547.00
070726	194187	1	17642	R	LRS OF MINNESOTA	UA50251	O	Invoice	07/01/2026	1,299.65	0.00	0.00	1,299.65
070726	194188	1	10824		INNOVATIVE OFFICE SOLUTIONS, LLC	cancelling PO	V	Invoice	07/01/2026	0.00	0.00	0.00	0.00
070726	194189	1	04035		APPLE INC.	MC78458749	O	Invoice	07/01/2026	1,645.00	0.00	0.00	1,645.00
070726	194190	1	18446	R	THE BOELTER COMPANIES INC	9100095789	O	Invoice	07/01/2026	123,939.36	0.00	0.00	123,939.36
070726	194191	1	04260	R	MASA	4117	O	Invoice	07/01/2026	1,544.00	0.00	0.00	1,544.00
070726	194192	1	04260	R	MASA	3676	O	Invoice	07/01/2026	1,392.00	0.00	0.00	1,392.00
070726	194193	1	00557	P	MESPA	21674	O	Invoice	07/01/2026	969.00	0.00	0.00	969.00
070726	194194	1	00557	P	MESPA	21444	O	Invoice	07/01/2026	969.00	0.00	0.00	969.00
070726	194195	1	00557	P	MESPA	21600	O	Invoice	07/01/2026	939.00	0.00	0.00	939.00
070726	194196	1	18047		VITAMINK12, LLC	A270726-01	O	Invoice	07/01/2026	1,050.00	0.00	0.00	1,050.00
070726	194197	1	9645		MSBA	INV-15746-L0K1G2	O	Invoice	07/01/2026	12,485.00	0.00	0.00	12,485.00
070726	194198	1	00261		NASCO EDUCATION LLC / SCHOOL SPECIALTY LLC	935267	O	Invoice	07/01/2026	2,399.78	0.00	0.00	2,399.78
070726	194199	1	17010		QUADIENT FINANCE USA, INC.	REQ	O	Invoice	07/01/2026	2,000.00	0.00	0.00	2,000.00
070726	194200	1	18041		RADEMACHER COMPANIES, INC.	001-00441781	O	Invoice	07/01/2026	28.99	0.00	0.00	28.99
070726	194201	1	13056		REGION 1	16496	O	Invoice	07/01/2026	5,635.46	0.00	0.00	5,635.46
070726	194202	1	00057		RESOURCE TRAINING & SOLUTIONS	44790	O	Invoice	07/01/2026	3,817.54	0.00	0.00	3,817.54

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070726	194203	1	13457		RUSSELL SECURITY RESOURCE INC	A51639	O	Invoice	07/01/2026	170.00	0.00	0.00	170.00
070726	194204	1	13457		RUSSELL SECURITY RESOURCE INC	A56141	O	Invoice	07/01/2026	170.00	0.00	0.00	170.00
070726	194205	1	13457		RUSSELL SECURITY RESOURCE INC	A56140	O	Invoice	07/01/2026	170.00	0.00	0.00	170.00
070726	194206	1	16611	R	SCHOOL LIFE, INC.	200114024	O	Invoice	07/01/2026	136.92	0.00	0.00	136.92
070726	194207	1	17208	R	SCHUTT SPORTS, LLC	2956521	O	Invoice	07/01/2026	1,235.00	0.00	0.00	1,235.00
070726	194208	1	17208	R	SCHUTT SPORTS, LLC	2955194	O	Invoice	07/01/2026	4,356.43	0.00	0.00	4,356.43
070726	194209	1	9809		SECURITY & SOUND CO.	31156	O	Invoice	07/01/2026	5,088.00	0.00	0.00	5,088.00
070726	194210	1	11292	R	SKYWARD	0000243052	O	Invoice	07/01/2026	21,244.00	0.00	0.00	21,244.00
070726	194211	1	18478		STUDIES WEEKLY	560259	O	Invoice	07/01/2026	12,181.99	0.00	0.00	12,181.99
070726	194212	1	8489		TECH CHECK, LLC	65335	O	Invoice	07/01/2026	1,520.00	0.00	0.00	1,520.00
070726	194213	1	00013		SYSCO WESTERN MINNESOTA	15328591P	O	Credit	07/01/2026	(22.48)	0.00	0.00	(22.48)
070726	194214	1	00013		SYSCO WESTERN MINNESOTA	353202132	O	Invoice	07/01/2026	269.64	0.00	0.00	269.64
070726	194215	1	00013		SYSCO WESTERN MINNESOTA	353200974	O	Invoice	07/01/2026	17.35	0.00	0.00	17.35
070726	194216	1	00013		SYSCO WESTERN MINNESOTA	353201017	O	Invoice	07/01/2026	179.40	0.00	0.00	179.40
070726	194217	1	00013		SYSCO WESTERN MINNESOTA	353209840	O	Invoice	07/01/2026	353.27	0.00	0.00	353.27
070726	194218	1	14213	R	UNITED STATES TREASURY	REQ	O	Invoice	07/01/2026	3,541.54	0.00	0.00	3,541.54
070726	194219	1	15975		UPPER MIDWEST ATHLETIC CONSTRUCTION, INC.	6067	O	Invoice	07/01/2026	304,842.60	0.00	0.00	304,842.60
Batch Total:										618,248.19	0.00	0.00	618,248.19
C62926	194102	1	6968		HILLYARD INC.	90191094	P	Invoice	06/29/2026	8,024.12	8,024.12	0.00	0.00
C62926	194103	1	6968		HILLYARD INC.	90183771	P	Invoice	06/29/2026	486.39	486.39	0.00	0.00
C62926	194104	1	6968		HILLYARD INC.	90167490	P	Invoice	06/29/2026	25.35	25.35	0.00	0.00
C62926	194105	1	6968		HILLYARD INC.	90167489	P	Invoice	06/29/2026	393.92	393.92	0.00	0.00
C62926	194106	1	6968		HILLYARD INC.	90167491	P	Invoice	06/29/2026	2,320.95	2,320.95	0.00	0.00
Batch Total:										11,250.73	11,250.73	0.00	0.00

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G06126	193777	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	2,327.50	2,327.50	0.00	0.00
G06126	193778	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	5,238.29	5,238.29	0.00	0.00
G06126	193779	1	00619		BECKER EDUCATION ASSOC	S2026230	P	Invoice	06/10/2026	7,120.63	7,120.63	0.00	0.00
G06126	193780	1	10758		EDUCATORS BENEFIT CONSULTANTS, LLC	S2026230	P	Invoice	06/10/2026	1,559.15	1,559.15	0.00	0.00
G06126	193781	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	804.13	804.13	0.00	0.00
G06126	193782	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	779.00	779.00	0.00	0.00
G06126	193783	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	189.00	189.00	0.00	0.00
G06126	193784	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	1,603.70	1,603.70	0.00	0.00
G06126	193785	1	10598		MINNESOTA REVENUE	S2026230	P	Invoice	06/10/2026	370.69	370.69	0.00	0.00
G06126	193786	1	10935		MESSERLI & KRAMER P.A.	S2026230	P	Invoice	06/10/2026	185.62	185.62	0.00	0.00
G06126	193787	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	200.00	200.00	0.00	0.00
G06126	193788	1	12193		MN STATE RETIREMENT SYSTEM	S2026230	P	Invoice	06/10/2026	1,020.00	1,020.00	0.00	0.00
G06126	193789	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	12,745.49	12,745.49	0.00	0.00
G06126	193790	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	842.12	842.12	0.00	0.00
G06126	193791	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	1,299.56	1,299.56	0.00	0.00
G06126	193792	1	6790		MN CHILD SUPPORT PAYMENT CTR	S2026230	P	Invoice	06/10/2026	234.00	234.00	0.00	0.00
G06126	193793	1	14534		MADISON NATIONAL LIFE INSURANCE CO., INC.	S2026230	P	Invoice	06/10/2026	9,354.66	9,354.66	0.00	0.00
G06126	193794	1	00490		PERA	S2026230	P	Invoice	06/10/2026	50,814.84	50,814.84	0.00	0.00
G06126	193795	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	861.00	861.00	0.00	0.00
G06126	193796	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	246.12	246.12	0.00	0.00
G06126	193797	1	01084		SEIU LOCAL #284	S2026230	P	Invoice	06/10/2026	4,187.38	4,187.38	0.00	0.00
G06126	193798	1	6868		MN DEPT OF REVENUE	S2026230	P	Invoice	06/10/2026	39,142.97	39,142.97	0.00	0.00
G06126	193799	1	00599		MN TEACHER'S RETIREMENT ASSOC	S2026230	P	Invoice	06/10/2026	131,248.34	131,248.34	0.00	0.00
G06126	193800	1	00594		FEDERAL TAX PAYMENTS	S2026230	P	Invoice	06/10/2026	231,314.52	231,314.52	0.00	0.00
G06126	193801	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	3,332.16	3,332.16	0.00	0.00

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Batch	Voucher	Grp	Code	Rcd	Vendor	Invoice #	St	Type	Invoice Date	Invoice Amount	Paid Amount	Discount	Balance
G06126	193802	1	14036		EBC TSA COMPLIANCE	S2026230	P	Invoice	06/10/2026	2,271.00	2,271.00	0.00	0.00
Batch Total:										509,291.87	509,291.87	0.00	0.00
G06226	194038	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	2,327.50	2,327.50	0.00	0.00
G06226	194039	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	5,238.29	5,238.29	0.00	0.00
G06226	194040	1	00619		BECKER EDUCATION ASSOC	S2026240	P	Invoice	06/25/2026	7,120.66	7,120.66	0.00	0.00
G06226	194041	1	10758		EDUCATORS BENEFIT CONSULTANTS, LLC	S2026240	P	Invoice	06/25/2026	1,559.19	1,559.19	0.00	0.00
G06226	194042	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	804.13	804.13	0.00	0.00
G06226	194043	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	779.00	779.00	0.00	0.00
G06226	194044	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	189.00	189.00	0.00	0.00
G06226	194045	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	1,603.70	1,603.70	0.00	0.00
G06226	194046	1	10935		MESSERLI & KRAMER P.A.	S2026240	P	Invoice	06/25/2026	255.59	255.59	0.00	0.00
G06226	194047	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	200.00	200.00	0.00	0.00
G06226	194048	1	12193		MN STATE RETIREMENT SYSTEM	S2026240	P	Invoice	06/25/2026	1,020.00	1,020.00	0.00	0.00
G06226	194049	1	14225		HORACE MANN LIFE INS. CO.	S2026240	P	Invoice	06/24/2026	353.55	353.55	0.00	0.00
G06226	194050	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	12,745.49	12,745.49	0.00	0.00
G06226	194051	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	842.12	842.12	0.00	0.00
G06226	194052	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	1,299.56	1,299.56	0.00	0.00
G06226	194053	1	6790		MN CHILD SUPPORT PAYMENT CTR	S2026240	P	Invoice	06/25/2026	234.00	234.00	0.00	0.00
G06226	194054	1	14534		MADISON NATIONAL LIFE INSURANCE CO., INC.	S2026240	P	Invoice	06/25/2026	9,565.04	9,565.04	0.00	0.00
G06226	194055	1	00490		PERA	S2026240	P	Invoice	06/25/2026	42,104.39	42,104.39	0.00	0.00
G06226	194056	1	7139		NCPERS GROUP LIFE INS	S2026240	P	Invoice	06/24/2026	112.00	112.00	0.00	0.00
G06226	194057	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	861.00	861.00	0.00	0.00
G06226	194058	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	246.12	246.12	0.00	0.00
G06226	194059	1	01084		SEIU LOCAL #284	S2026240	P	Invoice	06/25/2026	2,823.04	2,823.04	0.00	0.00
G06226	194060	1	6868		MN DEPT OF REVENUE	S2026240	P	Invoice	06/25/2026	41,873.72	41,873.72	0.00	0.00

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G06226	194061	1	00599		MN TEACHER'S RETIREMENT ASSOC	S2026240	P	Invoice	06/25/2026	140,469.31	140,469.31	0.00	0.00
G06226	194062	1	00594		FEDERAL TAX PAYMENTS	S2026240	P	Invoice	06/25/2026	244,005.90	244,005.90	0.00	0.00
G06226	194063	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	3,332.16	3,332.16	0.00	0.00
G06226	194064	1	14036		EBC TSA COMPLIANCE	S2026240	P	Invoice	06/25/2026	2,271.00	2,271.00	0.00	0.00
Batch Total:										524,235.46	524,235.46	0.00	0.00
G06BK	193870	1	14534		MADISON NATIONAL LIFE INSURANCE CO., INC.	S202623S0	P	Invoice	06/10/2026	0.78	0.78	0.00	0.00
G06BK	193871	1	00490		PERA	S202623S0	P	Invoice	06/10/2026	13.06	13.06	0.00	0.00
G06BK	193872	1	00594		FEDERAL TAX PAYMENTS	S202623S0	P	Invoice	06/10/2026	14.28	14.28	0.00	0.00
Batch Total:										28.12	28.12	0.00	0.00
PAPR26	193803	1	15328		TRAVEL	REQ	P	Invoice	05/30/2026	12.00	12.00	0.00	0.00
PAPR26	193804	1	18613		OPENAI.COM	REQ	P	Invoice	05/30/2026	20.00	20.00	0.00	0.00
PAPR26	193805	1	06502		ECKROTH MUSIC COMPANY	171671	P	Invoice	05/30/2026	150.00	150.00	0.00	0.00
PAPR26	193806	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	199.30	199.30	0.00	0.00
PAPR26	193807	1	17117		ZOOM VIDEO COMMUNICATIONS INC.	INV349599263	P	Invoice	05/30/2026	69.78	69.78	0.00	0.00
PAPR26	193808	1	18066		SOUTHWEST WEST CENTRAL SERVICE COOPERATIVE / SWWC	REQ	P	Invoice	05/30/2026	396.00	396.00	0.00	0.00
PAPR26	193809	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	335.92	335.92	0.00	0.00
PAPR26	193810	1	15347		INTERNATIONAL LITERACY ASSOCIATION	15181	P	Invoice	05/30/2026	122.00	122.00	0.00	0.00
PAPR26	193811	1	11809		TARGET	60933991366095608	P	Invoice	05/30/2026	72.99	72.99	0.00	0.00
PAPR26	193812	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	1,493.80	1,493.80	0.00	0.00
PAPR26	193813	1	19181		MAKER PIPE	90057	P	Invoice	05/30/2026	159.08	159.08	0.00	0.00
PAPR26	193814	1	8553		MENARD'S	REQ	P	Invoice	05/30/2026	221.18	221.18	0.00	0.00
PAPR26	193815	1	9250		HARDWARE DISTRIBUTORS, LTD	000207905	P	Invoice	05/30/2026	308.57	308.57	0.00	0.00

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PAPR26	193816	1	9215	R	HOME DEPOT - STORE #2840	WH23261602	P	Invoice	05/30/2026	216.10	216.10	0.00	0.00
PAPR26	193817	1	05105	R	MIDWAY IRON & METAL COMPANY	630961	P	Invoice	05/30/2026	965.08	965.08	0.00	0.00
PAPR26	193818	1	18196		BAMBULAB USA INC	REQ	P	Invoice	05/30/2026	135.71	135.71	0.00	0.00
PAPR26	193819	1	9986		PITSCO, INC	26-000007121	P	Invoice	05/30/2026	128.74	128.74	0.00	0.00
PAPR26	193820	1	10361		MNAFEE	1370-5404	P	Invoice	05/30/2026	1,240.00	1,240.00	0.00	0.00
PAPR26	193821	1	14141		SAM'S CLUB - ONLINE	REQ	P	Invoice	05/30/2026	663.88	663.88	0.00	0.00
PAPR26	193822	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	516.72	516.72	0.00	0.00
PAPR26	193823	1	17809		BILL'S FAMILY FOODS	REQ	P	Invoice	05/30/2026	1,066.16	1,066.16	0.00	0.00
PAPR26	193824	1	06703		WALMART	REQ	P	Invoice	05/30/2026	288.91	288.91	0.00	0.00
PAPR26	193825	1	15328		TRAVEL	REQ	P	Invoice	05/30/2026	690.98	690.98	0.00	0.00
PAPR26	193826	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	16.82	16.82	0.00	0.00
PAPR26	193827	1	00052		CAROLINA BIOLOGICAL SUPPLY CO	31479225	P	Invoice	05/30/2026	99.95	99.95	0.00	0.00
PAPR26	193828	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	222.12	222.12	0.00	0.00
PAPR26	193829	1	05636		COBORN'S	REQ	P	Invoice	05/30/2026	126.51	126.51	0.00	0.00
PAPR26	193830	1	8102		ASBO INTERNATIONAL	REQ	P	Invoice	05/30/2026	299.00	299.00	0.00	0.00
PAPR26	193831	1	17514		HUTCHINSON PRCE	103434791	P	Invoice	05/30/2026	875.00	875.00	0.00	0.00
PAPR26	193832	1	13945		PROCARE SOFTWARE	PYMT1093469	P	Invoice	05/30/2026	89.00	89.00	0.00	0.00
PAPR26	193833	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	510.88	510.88	0.00	0.00
PAPR26	193834	1	10897		SAM'S CLUB	REQ	P	Invoice	05/30/2026	64.34	64.34	0.00	0.00
PAPR26	193835	1	16905		DOLLAR GENERAL STORE	REQ	P	Invoice	05/30/2026	4.83	4.83	0.00	0.00
PAPR26	193836	1	06703		WALMART	REQ	P	Invoice	05/30/2026	110.76	110.76	0.00	0.00
PAPR26	193837	1	17809		BILL'S FAMILY FOODS	REQ	P	Invoice	05/30/2026	84.90	84.90	0.00	0.00
PAPR26	193838	1	18330		SPOTIFY.COM	REQ	P	Invoice	05/30/2026	13.95	13.95	0.00	0.00
PAPR26	193839	1	13913		ST. CLOUD SEWING CENTER INC	188269	P	Invoice	05/30/2026	59.00	59.00	0.00	0.00
PAPR26	193840	1	18613		OPENAI.COM	REQ	P	Invoice	05/30/2026	20.00	20.00	0.00	0.00
PAPR26	193841	1	15328		TRAVEL	4813872	P	Invoice	05/30/2026	23.40	23.40	0.00	0.00
PAPR26	193842	1	13916	R	WATCH D.O.G.S.	260910	P	Invoice	05/30/2026	712.30	712.30	0.00	0.00
PAPR26	193843	1	8271		CUB FOODS	REQ	P	Invoice	05/30/2026	218.80	218.80	0.00	0.00

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PAPR26	193844	1	05328		BECKER COMMUNITY CENTER	103072871	P	Invoice	05/30/2026	127.45	127.45	0.00	0.00
PAPR26	193845	1	15328		TRAVEL	REQ	P	Invoice	05/30/2026	560.01	560.01	0.00	0.00
PAPR26	193846	1	13740		PCARD PURCHASE (need to use for credit)	REQ	P	Invoice	05/30/2026	889.05	889.05	0.00	0.00
PAPR26	193847	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	129.98	129.98	0.00	0.00
PAPR26	193848	1	6969		MASMS	REQ	P	Invoice	05/30/2026	150.00	150.00	0.00	0.00
PAPR26	193849	1	13511		MIMBACH FLEET	REQ	P	Invoice	05/30/2026	269.97	269.97	0.00	0.00
PAPR26	193850	1	14923		HORIZON COMMERCIAL POOL SUPPLY	8893	P	Invoice	05/30/2026	390.00	390.00	0.00	0.00
PAPR26	193851	1	16042		TWINS BALLPARK, LLC	REQ	P	Invoice	05/30/2026	330.00	330.00	0.00	0.00
PAPR26	193852	1	17809		BILL'S FAMILY FOODS	REQ	P	Invoice	05/30/2026	185.77	185.77	0.00	0.00
PAPR26	193853	1	15328		TRAVEL	REQ	P	Invoice	05/30/2026	760.92	760.92	0.00	0.00
PAPR26	193854	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	14.84	14.84	0.00	0.00
PAPR26	193855	1	01769		BECKER TRUE VALUE HDWE	REQ	P	Invoice	05/30/2026	89.07	89.07	0.00	0.00
PAPR26	193856	1	12829		CHAD'S AUTO REPAIR	19406	P	Invoice	05/30/2026	691.80	691.80	0.00	0.00
PAPR26	193857	1	15328		TRAVEL	REQ	P	Invoice	05/30/2026	69.70	69.70	0.00	0.00
PAPR26	193858	1	15934		PCARD FRAUD CHARGES TO BE REVERSED	REQ	P	Invoice	05/30/2026	50.00	50.00	0.00	0.00
PAPR26	193859	1	10897		SAM'S CLUB	REQ	P	Invoice	05/30/2026	160.06	160.06	0.00	0.00
PAPR26	193860	1	14266		MINNEAPOLIS PARKING METERS	26006A14	P	Invoice	05/30/2026	30.00	30.00	0.00	0.00
PAPR26	193861	1	19182		FOOD EQUIPMENT SUPER STORE	SO-01204	P	Invoice	05/30/2026	838.14	838.14	0.00	0.00
PAPR26	193862	1	01769		BECKER TRUE VALUE HDWE	REQ	P	Invoice	05/30/2026	31.00	31.00	0.00	0.00
PAPR26	193863	1	6968		HILLYARD INC.	90106952	P	Invoice	05/30/2026	807.92	807.92	0.00	0.00
PAPR26	193864	1	06679		AMAZON	REQ	P	Invoice	05/30/2026	8.89	8.89	0.00	0.00
PAPR26	193865	1	15477		EREPLACEMENTPARTS.C	27517686	P	Invoice	05/30/2026	172.37	172.37	0.00	0.00
PAPR26	193866	1	19047		FOUNDATION OUTDOOR GROUP	CS6225559	P	Invoice	05/30/2026	183.16	183.16	0.00	0.00
PAPR26	193867	1	17671		JDS INDUSTRIES	161299	P	Invoice	05/30/2026	407.80	407.80	0.00	0.00
PAPR26	193868	1	18129		ATLANTICCOASTSPORT	35807	P	Invoice	05/30/2026	1,076.64	1,076.64	0.00	0.00

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PAPR26	193869	1	18138		USA CLAY TARGET LEAGUE	1061-7952	P	Invoice	05/30/2026	960.00	960.00	0.00	0.00
PAPR26	193873	1	17773		GIMKIT	REQ	P	Invoice	05/30/2026	59.88	59.88	0.00	0.00
PAPR26	193874	1	18986		FLOWROUTE.COM	1318-6017	P	Invoice	05/30/2026	21.19	21.19	0.00	0.00
PAPR26	193875	1	02889		NASSP	REQ	P	Invoice	05/30/2026	172.49	172.49	0.00	0.00
PAPR26	193876	1	11137		MUSIC THEATRE INTERNATIONAL	REQ	P	Invoice	05/30/2026	23.00	23.00	0.00	0.00
PAPR26	193877	1	19113		THEATRICAL RIGHTS WORLDWIDE	REQ	P	Invoice	05/30/2026	10.00	10.00	0.00	0.00
PAPR26	193878	1	13805		WAL-MART.COM	REQ	P	Invoice	05/30/2026	183.83	183.83	0.00	0.00
PAPR26	193879	1	16286		WPS	REQ	P	Invoice	05/30/2026	60.50	60.50	0.00	0.00
PAPR26	193880	1	9959		BARNES & NOBLE.COM	REQ	P	Invoice	05/30/2026	261.00	261.00	0.00	0.00
PAPR26	193881	1	17383		CONCORD THEATRICALS CORP	REQ	P	Invoice	05/30/2026	9.90	9.90	0.00	0.00
PAPR26	193882	1	15961		TEACHERSPAYTEACHER	REQ	P	Invoice	05/30/2026	190.00	190.00	0.00	0.00
PAPR26	193883	1	13652		MICROLOGY INC	REQ	P	Invoice	05/30/2026	62.99	62.99	0.00	0.00
PAPR26	193884	1	15940		LAX.COM	REQ	P	Invoice	05/30/2026	89.23	89.23	0.00	0.00
Batch Total:										23,553.01	23,553.01	0.00	0.00
PMAY26	194065	1	19200		FROGGY HOPS, LLC	66260	I	Invoice	06/23/2026	1,147.92	0.00	0.00	1,147.92
PMAY26	194066	1	19200		FROGGY HOPS, LLC	66260	I	Invoice	06/23/2026	1,147.92	0.00	0.00	1,147.92
PMAY26	194067	1	16461		LOS ORTIZES	REQ	I	Invoice	06/23/2026	91.68	0.00	0.00	91.68
Batch Total:										2,387.52	0.00	0.00	2,387.52
Report Total:										3,605,784.26	2,985,148.55	0.00	620,635.71

Name	Status	Job Title	Location	Effective
Behrenbrinker, Cloey	Resignation	Camp Opp Lead	Camp Opp	6/30/26
Bergerson, Breanne	Resignation	FACS Teacher	MS	6/8/26
Bertrand, Ashley	Re-Hire	FACS Teacher	HS	8/24/26
Diercks, Olivia	Change in Assignment	Camp Opp Assistant (was Aide)	Camp Opp	6/1/26
Doman, Marie	New	ESY Teacher	PS	6/8/26-6/25/26
Emholtz, Taylor	New	Asst. Volleyball Coach, B-Squad	HS	8/17/26
Forner, Lisa	Resignation	SPED Teacher	IS	6/30/26
Giles, Miriah	Resignation	9th Grade Softball Coach	HS	6/1/26

Name	Status	Job Title	Location	Effective
Hoikka, Lydia	Change in Assignment	4th Grade Teacher (was 5th)	IS	26-27 School Year
Kuklok, Payton	Change in Assignment	SLP Teacher	IS (was MS)	26-27 School Year
Larson, Cayla	Change in Assignment	3rd Grade Teacher (was Kindergarten)	IS (was PS)	26-27 School Year
Leyendecker, Maddie	Change in Assignment	3rd Grade Teacher (was 1st)	IS (was PS)	26-27 School Year
Loitz, Alease	New	DCD/ASD Teacher	IS	26-27 School Year
Peterson, Ryan	New	Custodian	IS	6/4/26
St. Fleur, Marie Lyne	Resignation	Food Service Asst	HS	6/5/26
Simon, Kris	ReHire	Business Teacher	HS	26-27 School Year

Name	Status	Job Title	Location	Effective
Stevens, Alyssa	Resignation	JV Girls Tennis Coach	HS	5/11/26
Ten Voorde, Melisa	Resignation	Parent Educator	EE	6/1/26
Tweten, Jon	Change in Assignment	5th Grade Teacher (was 4th)	IS	26-27 School Year
Woelfel, Sarah	Resignation	Girls Diving Co-Coach	HS	6/25/26

Becker Cross Country Team Trip Proposal

The girl's and boy's cross country teams are proposing another team bonding experience for three days and two nights that would take place during the first week of scheduled Fall practices. The plan would be to leave Wednesday, August 19th in the afternoon and return Friday, August 21st around lunch time. We would need a bus (and a van for some gear and in case of emergency) to take us to the Camp Friendship (in Annandale) on Wednesday and pick us up on Friday. We would request to have a school van along in case of emergencies. This would be a camping trip at Camp Friendship in Annadale, MN (about 25min from Becker). (10597 108th St NW, Annandale, MN 55302)

The team members would be camping in designated cabins. This will be optional for athletes but encouraged as it would be a good time to build camaraderie between athletes, talk about goals, and make lasting memories. It is estimated there would be 20 girls and 20 boys who would join. Funds needed for the trip would be to cover the camp site and food. We would use Fund15 money to supplement the costs from fundraising efforts and would ask participants to contribute \$70 to attend (with scholarship opportunities considered). In addition, we would ask for parent chaperones. There would be four coaches who would be there the entire time, but we would ask for parent chaperones who would be willing to come for the full time or part time.

A rough outline of an itinerary and permission form are below.

Prior to going we would go over the Camp Friendship Guidelines ([standards](#), [link](#), & [liability waiver](#)). Athletes would be expected to be in their individual sleeping areas at 10pm.

a. How the trip is related to the school class/activity

Training, Team-bonding, nutrition guidance, camaraderie, goal setting, building lasting memories with teammates

b. Destination, itinerary, and the number of school days involved

See below (no school days involved)

c. Transportation

School bus to & from location & school van onsite in case of emergency

d. Housing

Rental lodges at Camp Friendship

e. Chaperons/Supervisors

4 coaches & Parent volunteers (# based on participants)

f. Probable number of students involved

20 girls & 20 boys

g. Proposed rules for the trip

Camp Friendship Guidelines ([standards](#)). Athletes expected to be in their sleeping areas at 10pm.

Becker Cross Country Team expectations

Separate cabins by gender

h. Approximate total and individual costs

Group camp rental is \$140 per person (meals included)

Fund15 money to supplement 50% of the costs from fundraising efforts

Transportation - estimated:

i. Fund raising plans

SnapRaise funds from past fundraiser and 2026 SnapRaise (511 submitted)

Becker Cross Country Camp

[Camp Friendship](#)

in Annadale, MN (about 25min from Becker).
(10597 108th St NW, Annandale, MN 55302)

Wednesday, August 19, 2026

3:00 Begin loading Bus trailer
3:15 Depart from Becker High School
4:00 Arrive @ Camp Friendship (Annandale) Can not get in prior to 4pm due to another camp.
4:05 Go over initial expectations, get settled into cabins, explore area
5:30 Eat
6:00 Team building (together or separate by gender)
7:00: Ultimate Frisbee/Volleyball/Team Game
8:00-10:00 Free time/games
10:00 Lights out

Thursday, August 20

7:00- wake up call
7:15- pre run nutrition (granola bars, bananas, fruit snacks)
8:00: Practice
9:30: Stretch/shower/change
10:00: Breakfast
10:30 Free time (captain directed activities)
12:00 Team Building/Games (together or separate by gender)
1:00: Lunch
1:30: Free time (swim, volleyball, spike ball)
5:00: Dinner
6:00: Group Time
6:30-9:00: Team Meeting (goal's, expectations, movie?)
9:00: Glow run??????????
10:00 Lights out

Friday, August 21

7:00- wake up call
7:15- snacks prior to run (yogurt, bagels, cereal)
8:00: Practice
9:30: Stretch/shower/change
10:00: Breakfast
10:30: Clean up bunks
11:30- parting words,
12:00ish: Leave for school
12:45ish: arrive at Becker HS

What to bring...

- ☐ Blanket/pillow
- ☐ Towel
- ☐ Toiletries (toothbrush, toothpaste, soap, shampoo, brush, deodorant)
- ☐ Any meds you need (must be labeled in orig. Packaging with dosage instructions)
- ☐ 2-3 sets of running clothes
- ☐ Extra socks
- ☐ Extra pair of shoes
- ☐ Sweatshirt
- ☐ Swimsuit
- ☐ Chargers
- ☐ Water bottle
- ☐ Snacks (We will have some snacks but also bring some for yourself or to share)

Permission Form Waiver for Becker Cross Country

I _____, the parent of _____,
give permission for my child to attend the **Becker Cross Country Camp @ Camp Friendship**, 210597
108th St NW, Annandale, MN 55302 **on August 19th-August 21st, 2026**. We will be staying in cabins at
the Camp Friendship site.

I understand that personal injury can and may occur to my child, and I hereby authorize **Becker High school cross country coaching staff and chaperones** to seek and consent to emergency medical attention for my child as needed; and I further agree to be liable for and to pay all costs incurred in connection with such medical attention.

I hereby release **Becker School District**, its employees, agents, and volunteers (including **Becker Transportation Department** and Three Rivers Park District) from any and all liability, claims, demands, causes of action and possible causes of action whatsoever arising out of or related to any loss, damage or injury (including death) that may be sustained by my child while participating in or traveling to and from this event.

The following is all of the insurance information, restrictions, allergy and medication information necessary for my child to receive appropriate medical care.

I give permission for my child to ride in any vehicle designated by **Becker High/Middle School**, its employees, and adult volunteers, while participating in and traveling to and from this event.

I agree to accept full responsibility, financially or otherwise, for any damage my child may do to the property of Becker Cross Country, properties visited on outing, other's personal property, or vehicles used for transportation.

I agree and consent to all of the above stated.

(Parent Signature)

(Date)

(Emergency Contact Name and Phone Number for the Day of the Trip)

High School Handbook Recommendations - June 2026

The following areas of addition, modification, and deletion are based on recommendations from the MSHSL, updated MN Statutes, and current patterns of student behaviors. Upon approval, the handbook would be updated with the designated information and formatting and page numbers would be adjusted. Please note, some areas are subject to change based on state identified expectations and adjustment from other departments with the district.

*Throughout document - change Skyward to Qmlative

*Table of Contents - add Advisory listing

*p. 5 - Change Board members

*p. 6-7 - Adjusted to current personnel

*p. 9 - ACADEMIC INTEGRITY

ADD: Artificial Intelligence is a powerful and useful tool and has an appropriate place in education. Teachers will designate expectations for AI use on assignments and in classes. Students should be mindful of how AI may be utilized on a particular task.

*p. 9 - GRADING

CHANGE: grade bands to reflect all percentages:

ADD: Teachers may consider other evidence when determining final grades.

*p. 10 - GRADING MARKS

CHANGE: chart to reflect incomplete language within the handbook - ten school days (incomplete)

*p. 14 - Adjustment for "Online Classes Guidelines"

CHANGE:

6. Students taking online courses at Becker High School may elect to be out of the building with signed permission from their guardian. Those students who remain in the building for their online class must remain in the designated online space.

*p. 17 - UNEXCUSED ABSENCES

CHANGE: 8. Being out of class for longer than the teacher designated period of time

*p. 19 - SKIP DAYS

CHANGE: Disciplinary action, as deemed appropriate, may be taken with those who participate in a skip day. Any organized "skip" days will result in an unexcused absence, resulting in ineligibility for participation in extra curricular activities.

*p. 20 - ATTENDANCE

ADD:

- Remain in class throughout the entirety of the block.

*p. 24 - DISCIPLINARY ACTIONS

ADD: Suspended students, including those who have been administratively dismissed, are prohibited from being on school grounds and attending or participating in all school related functions or activities. Prior to a suspended student's return to school, a re-entry plan will be discussed.

*p. 28 - ACTIVITIES

CHANGE: Current fees as approved by the board

*p. 29 - ACADEMIC ELIGIBILITY

CHANGE: wording based on activities handbook

*p. 29 - ADVISORY

ADD:

Advisory time exists every day to allow for students to connect with teachers. Tuesdays are designated for teacher led activities. The rest of the days are designated for intervention time. Some areas of awareness for students include:

- Attendance is expected and will count toward truancy and activities eligibility. This includes not going to advisory and not being present in the correct location.
- Any changes to advisory scheduling due to unique class registration must be cleared by administration.
- Handbook expectations remain during advisory.
- Teachers may designate deadlines for work or assessment completion based on advisory passes.
- When working on a group project, students are expected to visit the teacher assigning the project.

*p. 30 - CELL PHONES

CHANGE: ~~teachers may~~ to "teachers will designate locations"

*p. 31 - DANCES

ADD - #2 All outside guests and students out of high school must have a guest permission form completed in the office. The deadline for school dances is two (2) days before the event. For prom, guest forms are due 1 (one) week before the event.

Modify opt out, testing, and iPad language per other department recommendations will be added when they become available.

Middle School Handbook Recommendations - June 2026

The following areas of addition, modification, and deletion are based on recommendations from the MSHSL, updated MN Statutes, and current patterns of student behaviors. Upon approval, the handbook would be updated with the designated information and formatting and page numbers would be adjusted.

Table of Contents - change page numbers and formatting will be updated once the 2026-2027 handbook is confirmed by the School Board.

P. 4 - Updated BMS Letter

P. 5 - Updated building wide schedule

P. 6 - School Board members

P. 6 - Academic Information → Change FastBridge Universal Screener to Capti ReadBasix and IXL Diagnostic Screener

P. 7 - FCS changed to Life Skills

P. 7 - Simplified wording of grading: Below is the old

GUIDING PRINCIPLES:

Becker Middle School's grading and reporting system shall provide students, parents, and teachers with a framework for assessing and reporting student *academic achievement*. The primary purpose of grading is to communicate *academic achievement* to middle school students, their families, teachers and district staff. Additional purposes for grading include; providing information that students can use for self-evaluation; providing information that teachers can use to adjust instruction, and evaluating the effectiveness of instructional programs. We are committed to using guiding principles that will support a grading and reporting system that is clear and fair. In order to realize these goals, the grading system must:

- Reflect the level of proficiency related to the curriculum delivered at each grade level and in each content.
- Provide meaningful feedback for students and parents.
- Be fair, accurate, specific, and timely.
- Reflect consistency within and among courses, grade levels, and/or departments.
- Reflect high expectations for all students across all courses.

GRADING

Course grades will be calculated based on a combination of both formative assessment (*for* learning) and summative assessment (*of* learning).

Summative Assessment: (70%) Work conducted when a student has had adequate instruction and practice to be responsible for the material. Summative assessments are generally given at the end of the course, unit or lesson. Summative assessments provide students the opportunity to demonstrate what they have learned (i.e. final drafts, tests, exams, assignments, projects, performances). Summative Assessment will account for approximately 70% of the trimester/course grade.

Formative Assessment: (30%) Work conducted when a student is still learning the material. Formative assessments are generally given during instruction with the primary goal of improving or modifying instruction to promote student achievement of intended learning outcomes. (i.e. teacher observation, quizzes, homework,

rough drafts, peer editing, and/or notebook checks). *Once the Summative for the concept has been completed, Formatives can no longer be turned in for credit.*

*Teachers of the same course will apply the grading parameters in the same manner. Individual departments and teachers of the same course will determine and align which assessments are included in the summative and formative categories.

Practice (0%) - Work graded on completion. This is the practice work that prepares students for both Formative and Summative assessments and provides the opportunity to try the concepts and learn from mistakes before being assessed for a grade. Usually self graded or graded as “done” or “not done”.

Course grades will reflect the level of the student’s academic achievement. While non-academic factors are highly valued and often contribute to the student’s achievement, they will be communicated separately from an achievement grade. The following are examples of non-academic factors that are not included in the course grade; behavior (attendance, attitude, punctuality, academic dishonesty, effort,...) and class participation except when the participation is related to a performance standard. Homework based solely on completion (i.e. there must be some assessment of the work). Other evidence of student habits and/or characteristics

Here is the new version:

Becker Middle School Grading Guidelines

At Becker Middle School, grading practices are designed to accurately communicate a student’s level of academic achievement while supporting learning, growth, and mastery of standards. Grades should reflect what students know and are able to do, rather than behaviors or compliance measures. These guidelines ensure consistency, fairness, and transparency for students, staff, and families.

Purpose of Grading

The primary purpose of grading is to communicate a student’s academic proficiency on identified learning targets and standards. Grades should provide meaningful feedback regarding student learning and achievement while encouraging continuous growth. Non-academic factors such as attendance, effort, behavior, punctuality, and participation (unless directly tied to a performance standard) will be communicated separately from academic grades.

Grading

Course grades will be calculated based on a combination of both formative assessment (*for* learning) and summative assessment (*of* learning).

Summative Assessment: Summative assessments measure an individual student's knowledge and understanding after receiving instruction and practice. These assessments typically occur at the end of a lesson, unit, or course and provide students with an opportunity to independently demonstrate what they have learned. Examples include tests, exams, final drafts, projects, performances, and major assignments. Summative assessments make up approximately **70%** of a student's trimester or course grade.

Formative Assessment: Formative assessments monitor learning while students are still developing their understanding and skills. These assessments help teachers adjust instruction and may include observations, quizzes, homework, rough drafts, peer reviews, and notebook checks. Formative assessments make up

approximately **30%** of a student's trimester or course grade. Formative work for a learning target cannot be submitted for credit after the corresponding summative assessment has been completed.

Practice: Practice work helps students prepare for formative and summative assessments. It provides opportunities to learn, apply new skills, and make mistakes before being assessed. Practice work is graded for completion and does not impact a student's course grade (**0%**). It may be marked as completed or not completed.

Non-academic factors are important to student success but are not included in course grades. Examples include attendance, behavior, attitude, punctuality, effort, participation (unless tied to a learning standard), academic honesty, and work completed solely for participation or completion. These factors may be communicated separately from academic achievement.

Grading Scale

The following grading scale will be consistent across the entire building (or [4 Point Scale](#)):

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 59 and below

Assessment Completion and Minimum Scores: Summative assessment scores below 50% will be recorded as 50% in Skyward, with the actual earned score noted in a comment. Students are expected to complete all summative assessments. A final course grade cannot be assigned until required summative assessments have been completed and scored. A score of zero will be used only when a student refuses to complete an assessment or assignment after reasonable opportunities and support have been provided. A comment may be added in Skyward to explain why a zero was assigned.

LATE & MISSING WORK

Formative assessments are designed to provide practice, feedback, and opportunities for students to improve before completing a summative assessment. Formative assignments not submitted by the due date will be marked as Missing (M) and zero (0) in Skyward. Students may still submit formative work after the due date for credit up until the related summative assessment. Teachers will communicate concerns regarding missing or late work with students and parents/guardians as needed.

Summative assessments provide the primary evidence of student learning and account for approximately 70% of the course grade. Students are expected to complete all summative assessments. Any missing summative assessment will be recorded as a zero until it is completed. Teachers will make reasonable efforts to provide opportunities for completion and communicate concerns to students and parents/guardians. Because summative assessments are essential to measuring student achievement, a final course grade may not accurately reflect a student's learning if required summative assessments are missing.

RELEARNING/REASSESSMENT

Students who have not yet demonstrated proficiency may have opportunities to relearn and reassess specific

learning targets. Students are expected to complete relearning activities and any missing work from the unit before reassessment. Reassessments should be completed within two weeks of the original assessment whenever possible. When a reassessment is completed, the higher score will be recorded. Some assessments are not eligible for reassessment, including final exams, major research papers, culminating projects or performances, and other assessments identified by the department or course team.

Additional Work for Credit: Grades should reflect a student's achievement of learning standards. Extra credit will not be used to replace required learning or raise grades. Teachers may provide extension or enrichment activities to deepen learning for students who have demonstrated proficiency, but these activities will not increase a student's academic grade.

P. 11 - Change Open House date.

P. 26 - Activity Fees Changed to

- Middle School Fine Arts: \$120
- Middle School Athletics: \$175
- 2026-2027 FAMILY MAXIMUM for activities: \$1100

P. 26 - Milk prices updated

P. 28 - Telephone use changed to: **STUDENT COMMUNICATION DURING THE SCHOOL DAY**

Student cell phones must remain in lockers during the school day. The phones in the school office are reserved for emergencies and school business. If students need to contact a parent or guardian, communication should be brief and occur between classes. Students are expected to report promptly to class and should not remain at their lockers or in the hallways for texting or phone conversations.

Update testing grid

Becker Primary & Intermediate

Handbook Changes 2026-27

- **Page 1 :** Updated Year
 - ~~2025-2026~~ to 2026-2027
- **Pages 2-4:** Will update Table of Contents to match pages after changes are applied
- **Page 5:** Changed in first paragraph
 - Welcome to the ~~2025-2026~~ 2026-2027 school year!
- **Page 8:** Added Renee Regal under Board Members
 - Renee Regal - Director / 612-710-9658
- **Pages 9-10:** Changes to **School Arrival Procedures**
 - The **Primary School** student drop-off lane can be accessed from the one-way lane off of ~~Third Morris Street. across from Morris Street.~~ You must then exit onto Hancock Street.
 - The **Intermediate School** student drop off lane can be accessed from ~~Third Donnelly Street.~~ Upon exit, NO right turn onto Third Street.
 - Families with students at both Primary and Intermediate Schools may use the Primary School drop-off lane near the tent area and Intermediate students may walk to the Intermediate School building.
- **Page 10-11:** Changes to **School Dismissal Procedures**
 - The **Primary School** student ~~drop-off~~ pick-up lane can be accessed from the one-way lane off of ~~Third Morris Street. across from Morris Street.~~ You must then exit onto Hancock Street.
 - The **Intermediate School** student ~~drop-off~~ pick-up lane can be accessed from ~~Third Donnelly Street.~~ Upon exit, NO right turn onto Third Street.
 - ~~No parking or walking in from either pick-up lane. Park in Lot A and use the bus crosswalks.~~
 - ~~Students may be released from school one of the following three ways:~~
 - ~~Bus Rider~~
 - ~~Parent Pick-up (Only the Primary Schools uses CurbSmart)~~
 - ~~Walker — students will be responsible for knowing how they are getting home.~~
 - **For student safety and supervision, Primary School and Intermediate School students must be picked up at their respective school buildings. Families with students at both schools should follow the pick-up procedures for each building, as students will not be released to a different building for pick-up.**
- **Page 10:** Changes to **Crossing Guards/Safety Patrol** section
 - ~~Additionally, please avoid cutting the corner from Hancock Street to Third Street, as doing so may endanger students. Your attention to these safety measures is greatly appreciated.~~

- **Page 10:** Changes to *Changes in Transportation* section
 - ~~**Primary School:** If your child has a change in their regular dismissal routine, please contact the school office to inform the office staff. Without notification to the office, your child will follow their **normal transportation arrangement.**~~
 - ~~**Intermediate School:** If your child has a change in their regular dismissal routine and you did not inform your child and their teacher *before* the start of the school day, please contact the school office by 2:00 p.m. Without notification by this time, your child will follow their **normal transportation arrangement.**~~
 - If your child has a change in their regular dismissal routine and you did not inform your child and their teacher *before* the start of the school day, please contact the *school office by 1:30 p.m.* Without notification by this time, your child will follow their **normal transportation arrangement.**

- **Page 11:** Changes to *School Security* section
 - If you are granted access, the secretary will let you know when the door is unlocked. Turn the handle all the way down and then pull the door open.

- **Page 11-12:** Changes to *Excused Absences or Tardies* section
 - An excused absence indicates an absence from school with parent/guardian permission and school permission. If a child's attendance is sporadic they can be considered truant if over the age of 12 ~~and victims of~~ or of educational ~~neglect concern~~ if under the age of 12.
 - Illness (include symptoms) of the student
 - ~~Family Vacation *Family trips will be excused if there is prior administrative approval. Please arrange family trips to match the school calendar whenever possible. Prearrangements must be made with the teacher for all work missed.~~

- **Page 12:** Changes to *Tardies* Section
 - Absences resulting from cumulated unexcused tardies (three tardies equal one unexcused absence).

- **Page 12-13:** Changes to *Procedures for Excessive Absences* section

~~Becker schools will monitor absences that are 10% or greater of the academic time in the following manner:~~

~~**Step 1**—Communication by a staff member expressing concerns with attendance.~~

~~**Step 2**—Letter~~

~~The intent of the letter is to heighten the parent's awareness of the school's concerns with the number of days the student is absent and the concern if the pattern continues. After such notification, the student or his/her parent or guardian may, within a reasonable time, request a conference with the 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.~~

~~**Step 3**—Letter~~

~~The parent will be informed that the pattern for excessive absences is intensifying. Any further absences will require a physician's note or an assessment by the district nurse. The district nurse will make contact with the family. If the parents don't follow the protocol, the absence will be unexcused and procedures relating to truancy or educational neglect will be followed.~~

Attendance reports are reviewed approximately every six weeks. Families of students who have been absent 10% or more of the school days during that time will be monitored and may result in receiving an attendance letter.

- **Letter 1** – Informational notice regarding attendance concerns.
 - **Letter 2** – Notification that the student's attendance pattern continues to be a concern and may be impacting academic success. Families are encouraged to work with the school to improve attendance.
 - **Letter 3** – Notification that future absences will require a physician's note or an assessment by the district nurse. Continued excessive absences without appropriate documentation may result in absences being marked unexcused and additional truancy or educational concern procedures may follow.
-
- **Page 13:** Remove **Homework** section as this is on page 23
 - **Page 13-14: Food Services** section
 - Extra Milk or Milk for a Lunch From Home - \$0.55 per carton
 - Adult Lunch - \$5.05
 - ~~Milk for students with cold lunches~~
 - ~~Half pint cartons of milk are available in the lunchroom for the students who bring their own lunches. Each milk carton sells for \$0.55. Each time a student purchases milk, their lunch account is charged the correct amount. (Students who eat hot lunch receive a half pint of milk with their meal and it is included in the price of the hot lunch.)~~
 - **Page 16-17:** Changes to **Primary School Curriculum**
 - Applied Arts - Music, Art, Media, and Physical Education are an integral part of the curriculum.
 - **Page 16-17:** Changes to **Intermediate School Curriculum**
 - ~~Music~~ – The program progresses from basic sound recognition to harmony, phrasing and performance in general music for grades three, four, and five.
 - ~~Physical Education~~ – The Physical Education program provides instruction in fitness, individual and team sports as well as movement through rhythm and dance. Cooperative play and sportsmanship rather than competition are the focus.
 - Applied Arts - Music, Art, Media, and Physical Education are an integral part of the curriculum. The music specialist, the physical education specialist and the art specialist have the major responsibility for meeting the requirements in their respective field, and the classroom teachers supplement the Specialist.
 - **Page 16-17:** Changes to **Assessments** section
 - Fastbridge
 - ~~All grades (K-5)~~ Grades K-3 take the Fastbridge Assessment each year. This assessment is used to show growth over time. It is a computer-generated test with results within 72 hours.
 - CAPTI ReadBasix
 - Grades (4-5) use this reading assessment to identify students' reading strengths and needs so educators can provide targeted instruction and support.

- IXL Math
- Grades (4-5) use this online learning program that provides personalized practice aligned to grade-level standards. It helps students build and strengthen math skills through targeted activities, immediate feedback, and individualized learning recommendations.
- NWEA MAP Growth Math Assessment
- Grades (4-5) use an adaptive assessment that measures what students know and are ready to learn next in mathematics. Results help educators track growth over time and guide instructional decisions to support student achievement.
- **Page 17:** Changes to ***Parent/Teacher Conferences*** Section
 - Parents/Guardians will be able to schedule a conference with the student's teacher through the ~~Qmlative (Skyward)~~ Skyward Family Access Program in August for Back-To-School Assessments/Conferences.
- **Page 17:** Changes to ***Report Card*** Section
 - Trimester report cards will be available on ~~Skyward~~ Qmlative (Skyward) approximately two weeks after the trimester has ended.
- **Pages 19-20:** Changes to ***Discipline Policy***
 - ~~Good student discipline is essential for all aspects of the schools. Support and cooperation between the parents, students, and staff is necessary in order to maintain a good learning environment. To achieve this the School Board has adopted an extensive School Discipline Policy. The following is a summary of the pertinent rules of conduct from the policy given below. A complete copy of this and all District policies can be accessed on the Becker School District website. www.becker.k12.mn.us.~~
 - ~~All students have the right to an education & the right to learn. All students have the responsibility for their behavior and for knowing and obeying all school rules, regulation, policies and procedures. Failure to comply with the school's rules and regulations will result in disciplinary action against the offending students. In general, any behavior that disrupts instruction or violates the rights of others is unacceptable and subject to disciplinary action which may result in loss of privileges, and or expulsion as a result of their action.~~
 - A positive, safe, and productive learning environment is essential for student success. Creating and maintaining that environment requires partnership and shared responsibility among students, families, and school staff. To support this work, the School Board has adopted a comprehensive School Discipline Policy. The summary below highlights key expectations and procedures. A complete copy of this and all District policies can be found at Becker Public Schools.
 - All students have the right to access learning in a safe and supportive school environment. Students also have the responsibility to contribute positively to that environment by following school expectations, district policies, and staff directions. Behaviors that interfere with learning, disrupt the educational environment, or impact the safety and rights of others may result in disciplinary action. Responses may include restorative practices, problem-solving supports, parent communication, behavioral interventions, and when necessary, additional disciplinary consequences consistent with

district policy and applicable law.

- **Page 20:** Changes to **Playground Rules** section
 - ~~3. The use of profanity or obscene language or gestures is forbidden.~~
 - 6. Toys or objects from home of any type are not allowed on the playground.
- **Page 22:** Changes to **Bus Routes** Section
 - If we do not receive one or the other, your child will follow their normal transportation arrangement. ~~your child will be sent home on the bus.~~ If you pick your child up, you ~~must sign them out in the office.~~
 - Bus stop times and locations are posted on the MyRide K-12 app. Times are subject to change during the year. Check MyRide K-12 regularly to have the most up to date stop times. Any changes that are needed for your student please fill out a new transportation request form. For example moving, daycare change, and/or contact information changes.
- **Page 22-23: Student Transportation**
 - Transportation provided updated verbiage that we replaced with this section.
- **Page 23:** Changes to **Communication** section
 - If an issue cannot be resolved, or if you have not received a response within two school days, please contact the ~~school principal~~ office for further assistance.
- **Page 23:** Changes to **Bullying & Harassment** section
 - Bullying is repeated behavior that is intended to hurt, intimidate, or exclude another person and involves a real or perceived imbalance of power. Harassment includes unwelcome words or actions that interfere with a student's ability to feel safe and respected at school.
- **Page 24:** Changes to **Release of Student Directory** section
 - you should contact the ~~Primary School~~ Office in writing by September 30.
- **Page 24:** Remove **Additional Information** section
 - **Additional Information**
 - ~~Teacher email addresses are shared with families at the start of each school year. If you need help reaching a teacher or staff member, please contact the school.~~
- **Page 25:** Changes to **Lost and Found** section
 - Each year students lose or misplace items of clothing as well as other things. ~~The school is not responsible for lost or stolen items.~~ Parents are encouraged to label clothing and belongings for easier identification. If your child is missing articles of clothing, the school LOST AND FOUND would be the first place to check. Lost & Found items are removed from the school building after each trimester.
- **Page 26:** Changes to **Toys** section
 - Students are not to bring toys of any type (Pokemon Cards, sports cards, other electronic equipment, stuffed animals, etc.) to school.

- **Page 26:** Changes to ***Pets*** section
 - ~~This change in procedure is in response to the many children and staff members with asthma and allergies.~~

- **Page 26:** Changes to ***Homework Expectations*** section
 - ~~**Homework Expectations for Intermediate School Students (Grades 3-5)**~~
 - ~~Homework at the Intermediate level involves completing work not completed in class, or extending classroom learning. There are several projects at the fourth and fifth grades that will involve work at home i.e. Wax Museum preparation. Students are expected to be prepared for school each day by having the materials they need and having homework completed. In an effort to help students develop independent responsibility and organizational skills, some classrooms will have assignment notebooks. Many teachers have websites for parents and students to access assignment information. Guidelines for class assignments will be posted in each classroom. If parents have questions or concerns about homework or work completion they are encouraged to contact the classroom teacher.~~

 - **Homework Expectations for Intermediate School Students (Grades 3-5)**
 - Homework at the Intermediate level may include completing work not finished during class time, extending classroom learning, or participating in longer-term projects that involve work at home. Students are expected to come to school prepared each day with necessary materials and completed assignments. To support the development of independence, responsibility, and organizational skills, some classrooms may utilize assignment notebooks, and many teachers provide assignment information through classroom websites. Classroom assignment expectations and procedures will be communicated by each teacher.

 - At Becker Intermediate School, we believe student learning is best supported through engagement, instruction, and problem-solving rather than exclusion from school. Students are expected to actively participate in classroom learning activities and make reasonable efforts to complete assigned work. When a student experiences difficulty completing work, staff will respond through classroom supports and interventions aligned to Becker's MTSS framework, which may include reteaching, structured work completion opportunities, movement breaks, goal setting, teacher check-ins, family communication, and additional academic or behavioral supports. Students will not be removed from instructional opportunities solely due to incomplete work. When patterns of work avoidance or chronic non-engagement occur, staff will partner with families to develop individualized supports and problem-solving plans designed to increase student success while maintaining access to instruction.

- **Pages 30-31:** Waiting for District Nurse to provide updated information

- **Page 32:** Changes to ***Walker Procedures*** section
 - ~~NO STUDENTS ARE EVER TO WALK TO THE MIDDLE OR HIGH SCHOOL BUILDINGS or to the COMMUNITY CENTER in the afternoon as buses are provided. The parking lot area is too dangerous for elementary students to be walking in that area.~~

- **Pages 33-38:** Added updated school supply lists
- **Pages: 39-45:** Waiting for Carla Nolan to provide updated information
-

Activities Handbook updates for 2026-27. **Updates Highlighted:**

Added the language “and/or is not making adequate academic progress” to the Academic Eligibility policy to cover student progress for online courses being taken. Online courses are not solely evaluated on receiving passing (non “F”) grades but there is a “making consistent/adequate progress” part thus we added the corresponding language.

A. Academic Eligibility – Scholastic Grading Policy:

Philosophy: This policy is not intended to use ineligibility as a punishment for failing grades. Student learning is a priority and decisions regarding eligibility should reflect a commitment to meeting the needs of students in activities. Because these needs are so varied, the scholastic policy must reflect some flexibility.

1. A student that receives one or more "F's" or "U's" as a mid-trimester grade **and/or is not making adequate academic progress** is placed on academic probation for the remainder of the grading period (trimester). These students will initially be ineligible for a period of one week, during which time he or she is ineligible to participate in activity contests. Subsequent eligibility status will be determined on a weekly basis for the remainder of the grading period (trimester). At this point, students must be passing all classes **and making adequate academic progress** on a weekly basis to participate in contests. A student who passes all of his or her classes at the end of this term will no longer be on academic probation.

2. Students who receive a grade of “F” or “U” as a trimester grade **and/or are not making adequate academic progress** are placed on academic probation for the entirety of the next grading period (trimester). These students will initially be ineligible for a period of one week, during which time he or she is ineligible to participate in activity contests. Subsequent eligibility status for said student shall be determined on a weekly basis for the remainder of the grading period (trimester). If the student passes all classes at the end of the grading period (trimester), he or she shall be removed from academic probation.

Updated the Activity Fees as recommended by the Activity Council.

A. Fee amounts are set by the school board each year.

2026-27 Fees:

High School Athletics- \$250

High School Fine Arts- \$130

Middle School Athletics- \$175

Middle School Fine Arts- \$120

Family Cap- \$1100.00

Coaches Handbook updates for 2026-27: Updates Highlighted:

DEFINITIONS

A. Grade levels 9, 10, 11, and 12 shall be considered as senior high, MSHSL programs.

With the MSHSL 9th grade governance put into place, all grade 9-12 programs and student participants fall under the umbrella of the MSHSL bylaws.

26-27 Community Education Handbook Renewal Changes

- Duration of Contract: July 1, 2026 - June 30, 2027
- Added Limited Unpaid Leave days: 2 days per year for 12-month employees
- Program Lead Wage Schedule: 2.5% increase on each step.
- Program Assistant / HS Graduate Wage Schedule: 2.5% increase on each step.
- Student Worker Wage Schedule: 2.5% increase on each step.
- Water Safety Instructor Wage Schedule: 5% increase on each step.
- Adult Worker Wage: 26% increase
- Youth Sports Coordinator Wage: 5% increase
- Field House Supervisor: 5% increase
- Added: Event Workers / Ticket Takers: \$15.00 per hour (increase from \$14.00 per hour)
- Added: Designated Field / Turf Supervisor for Field Rentals: \$25.00 per hour



2026-2027

[Early Education Website](#)

Developing self-directed learners to thrive in a changing global community.



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Becker Administration

Superintendent of Schools

Dr. Jeremy Schmidt 763-261-4502 jschmidt@isd726.org Ext. 3116

Community Education Director

Jen Johnson 763-261-4506 jjohnson3@isd726.org Ext. 3113

Early Education Coordinator

Michelle Anderson 763-261-4050 mjanderson@isd726.org Ext. 1520

Camp Opportunity Coordinator

Paige Kaehler 763-261-6604 campopp@isd726.org Ext. 5006

Early Education Site Supervisor

Kelsey Berthiaume 763-261-4050 or 763-261-6600 kberthiaume2@isd726.org Ext. 1121 or 5016

District Nurse

Sadie Terwey 763-261-4501 sterwey@isd726.org Ext. 3808

District Calendar

2026-2027 BECKER DISTRICT CALENDAR

AUGUST

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					

AUG 24-27: STAFF PROFESSIONAL DEVELOPMENT (PD)
 AUG 31: 1ST DAY OF SCHOOL 9TH GR
 AUG 31: PS/IS ASSESSMENT DAY
 AUG 31: MS OPEN HOUSE

SEPTEMBER

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			

SEP 1: PS/IS ASSESSMENT DAY
 SEP 1: MS & 10-12 FIRST DAY OF SCHOOL
 SEP 2: PS/IS FIRST DAY OF SCHOOL
 SEP 4: NO SCHOOL
 SEP 7: NO SCHOOL - LABOR DAY

OCTOBER

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

OCT 2: EARLY OUT (PD)
 OCT 8: MS EVENING CONFERENCES
 OCT 12: HS EVENING CONFERENCES
 OCT 13: MS EVENING CONFERENCES
 OCT 14: NO SCHOOL (PD)
 OCT 15-16: NO SCHOOL MEA BREAK

NOVEMBER

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					

NOV 6: EARLY OUT (PD)
 NOV 19: PS/IS EVENING CONFERENCES
 NOV 23: PS/IS NO SCHOOL/CONFERENCES
 NOV 24: HS/MS END OF TRI #1
 NOV 24: PS/IS NO SCHOOL/END OF TRI #1
 NOV 25-27: NO SCHOOL

DECEMBER

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		

DEC: 23-31: NO SCHOOL-WINTER BREAK

JANUARY

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

JAN 1: NO SCHOOL-WINTER BREAK
 JAN 15: EARLY OUT (PD)
 JAN 18: NO SCHOOL - MLK DAY
 JAN 21: MS EVENING CONFERENCES
 JAN 25: HS EVENING CONFERENCES

FEBRUARY

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

FEB 12: NO SCHOOL (PD)
 FEB 15: NO SCHOOL - PRESIDENT'S DAY
 FEB 25: PS/IS EVENING CONFERENCES

MAY

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

MAY 7: EARLY OUT
 MAY 28: GRADUATION
 MAY 31: NO SCHOOL-MEMORIAL DAY

MARCH

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			

MAR 2: PS/IS EVENING CONFERENCES
 MAR 4: END OF TRI #2
 MAR 5: NO SCHOOL (PD)
 MAR 22-26 SPRING BREAK



APRIL

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	

APR 23: NO SCHOOL(PD)

JUNE

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			

JUN 3: EARLY OUT/LAST DAY OF SCHOOL (PD)
 JUN 4: PD

*Please note: All dates and events are subject to change.

Please note: Small Wonders and Pre-K will not have classes on January 15 and February 16 & 17. The last day of classes for ECFE, SW and Pre-K will be May 28, 2027

Welcome to Becker Early Education!

We are excited to welcome you! It is an honor to partner with your family during these important early years, when young children develop many skills and abilities that will stay with them throughout life.

Our program is designed to create a nurturing and welcoming environment where children can learn and grow. Thoughtful planning ensures we meet both individual and group needs while fostering a sense of warmth, acceptance, and belonging.

Our play-based curriculum focuses on the development of the whole child, with an emphasis on social skills and early literacy. We also offer inclusive classrooms that support children with special needs, with guidance from Early Childhood Special Education teachers and staff.

We believe:

- Families are a child's first and most important teachers
- Children learn best through play and hands-on exploration
- Strong relationships create the foundation for learning



Our dedicated team is committed to helping every child succeed. All of our teachers are licensed by the state of Minnesota and hold four-year degrees or higher. We strive to provide the highest quality early learning experience, reflected in our Parent Aware four-star rating.

Small Wonders and Pre-K Preschool

These school readiness program options are offered through Becker Public Schools. We serve children ages 3–5 who live in Becker and surrounding communities. Our programs provide high-quality early learning experiences designed to support the social, emotional, physical, and cognitive development of young children, and serve as an important bridge to kindergarten.

ECFE (Early Childhood Family Education)

ECFE is for families with children from birth through age four. It includes parent-child play, songs, stories, and hands-on learning. Parents also participate in discussion time led by a licensed Parent Educator. Classes are offered mornings, late afternoons, and early evenings throughout the school year.

This handbook includes important information about our program, including goals, policies, and daily practices. Please take time to read it and keep it for future reference. Don't hesitate to reach out if you have any questions.

Program Philosophy and Goals

The purpose of Becker Early Education is to support the development of children's readiness for formal school entry while fostering a lifelong love of learning. We believe that the early years are a critical time for building the foundation children need to be successful not only in school, but in all areas of life. Our program is designed to provide a wide range of engaging, meaningful activities and experiences that support each child's growth and development.

Our goals focus on helping children develop the skills necessary for success in a classroom and beyond. These include building foundational concepts in early literacy and math, learning classroom routines, and developing strong social skills such as cooperation, problem-solving, and self-regulation. Just as importantly, we strive to nurture curiosity and help children develop an interest in the world around them.

We are a play-based program because we know that young children learn best through hands-on, active experiences. Children are provided with opportunities to learn through both guided activities and self-directed exploration. Through play, children naturally practice important skills such as communication, creativity, critical thinking, and collaboration in ways that are meaningful and developmentally appropriate.

We also value the important role families play in a child's learning journey. Parent input and involvement are encouraged, as we believe strong partnerships between home and school are essential to supporting each child's success. Our goal is to create a warm, supportive environment where children feel confident, capable, and excited to learn each day.

Our Programs

Small Wonders Preschool

Age 3 by Sept. 1

- ½ day classes either two or three days a week in the morning or afternoon
 - Morning session: 8:00-10:45
 - Afternoon session: 11:45-2:30

Pre-K Preschool

Age 4 by Sept. 1

- ½ day classes either two, three or five days a week in the morning or afternoon
 - Morning session: 8:00-10:45
 - Afternoon session: 11:45-2:30
- Full day classes either two or three days a week
 - All day classes: 8:00-2:30

Early Childhood Family Education (ECFE)

- For children between the ages of birth and age 5 and their parent/guardian
- Weekly classes during three sessions throughout the school year: Fall, Winter and Spring

Early Childhood Screening (ECS)

- Free, state-required screening prior to kindergarten is a **one-time** developmental checkup for children (typically ages 3–4) to ensure development is on track.
- Screening checks vision, hearing, motor skills, speech and cognitive development. It helps identify any potential additional support that may be beneficial.

Enrollment and Registration

Please check out the [Becker website](#) for class offerings, tuition fees and to register. For Pre-K and Small Wonders, each class has a required \$45 non-refundable registration fee.

Curriculum & Assessment

At Becker Early Education, we use research-based curriculum resources to support children's growth in language, literacy, fine motor, and overall school readiness skills. Through engaging, developmentally appropriate activities, children build early sound awareness, letter knowledge, writing readiness, and the foundational skills needed for future learning success. These resources are thoughtfully integrated into our play-based program to support the whole child socially, emotionally, physically, and academically.

We also use a district-developed assessment tool that is approved by Parent Aware and aligned with the Early Childhood Indicators of Progress. This ongoing assessment helps teachers observe and document each child's development, guide instruction, and share meaningful progress with families throughout the year.

Conferences

To ensure we are working together to support your child's growth, we offer conferences three times a year.

Before the school year begins, each family is invited to meet individually with their child's teacher: Small Wonders families will sign up for a "Meet 'n Greet," and Pre-K families will attend a pre-conference with the teacher. Conferences will be held again in November and optional conferences will be offered in February. This is a time to celebrate your child's achievements, discuss their unique learning journey, and ensure all your questions are answered.

Communication

Our teachers strive to build strong partnerships with families to support each child's learning and development. Open and consistent communication is an important part of that partnership and helps create a strong connection between home and school.

In addition to conferences, we will regularly share updates about your child, classroom activities, and school events. We ask that you take time to read all communications so you can stay informed and connected to your child's experience.

Seesaw

Each classroom uses Seesaw as a primary communication tool. This app allows teachers to share messages, photos, and updates using a smartphone, iPad, or other device. Your child's teacher will provide information on how to sign up. We have found Seesaw to be a valuable and convenient way to stay connected!

Parents are always encouraged to reach out to teachers with questions, concerns, or important updates. If there are changes at home, family situations, or anything that may impact your child, please let us know so we can best support them.

Please allow up to 48 hours for teachers to respond to messages. Teachers have limited time during the school day to check email, voicemail, and Seesaw.

For time-sensitive messages, please call the Early Education office at 763-261-4050. If no one is available, please leave a voicemail, as messages are checked throughout the day.

Important: When contacting us, please include your child's first and last name and their teacher's name. If reporting an absence, be sure to include the reason and any symptoms if your child is ill.

Daily Schedule

Each teacher creates a daily schedule that best meets the needs, interests, and timing of their individual class. In Small Wonders and Pre-K, these schedules provide a consistent framework for the day, helping children feel safe and know what to expect. At the same time, teachers remain flexible, adjusting transitions between activities based on children's level of engagement, play, and interactions in the moment. This balance allows for both structure and responsiveness to children's learning.

Visual schedules may be used in the classroom to support children in anticipating the flow of their day and building independence. These visuals also provide meaningful opportunities for children to begin recognizing and responding to environmental print within their classroom setting.

Your child's teacher will share a copy of their daily schedule with you so you have a sense of your child's routine. Please note that schedules may evolve throughout the year to reflect the changing needs of the class and to take advantage of new learning opportunities.

Early Childhood Screening

Minnesota requires all children to complete an Early Childhood Screening before entering kindergarten. Screening is available free of charge for children between the ages of 3 and 5 and is designed to identify any concerns that may affect a child's learning, growth, or development.

The screening includes checks of vision, hearing, height, weight, and developmental milestones, along with a review of health history and immunization records. We recommend scheduling your child's screening between their third and fourth birthdays.

Screening provides a snapshot of your child's development, including motor, thinking, speech, and language skills. It is not an IQ test, achievement test, or comprehensive medical examination. Results are based on your child's age at the time of the screening and can help connect families with resources and services when needed.

To register your child for an Early Childhood Screening, visit [Becker.Arux.App](#). Please contact the Early Education office if you have questions.

Planned Early Out Days

A few times throughout the school year, the district schedules planned Early Out days. Please refer to the school calendar for specific dates. The procedures for these planned Early Out days will follow the same schedule as emergency early release days (see below).

Emergency Related Delays, Early Releases or Closings

In the event of inclement weather or other emergency situations deemed unsafe by the district, Early Education will follow district decisions:

Late Start

- All morning ECFE, Small Wonders, and Pre-K classes will be canceled
- All-day Pre-K classes will begin at the same time as the rest of the district

Early Release

- No afternoon or evening ECFE, Small Wonders, or Pre-K classes
- All-day Pre-K students will be dismissed at the same time as the rest of the district

School Closed for the Day

- All Early Education classes will be canceled

Communication regarding emergency delays/early releases/closings

- District website
- Social media (Facebook)
- Student Information System (Skyward)

E-Learning Days

- Your child's teacher will provide information in the event of an E-Learning Day

Families should have a plan in place for childcare if/when emergency situations arise.

Clothing & Outdoor Play

We kindly ask that children come to school dressed in comfortable, durable, kid-friendly clothing. Many classroom activities involve paint, sensory play, outdoor exploration, and other activities that may result in messy clothes. Tennis shoes or other closed-toe shoes are strongly recommended to help ensure safe movement in the classroom, gym, and on the playground.

We value the many benefits of outdoor play and go outside regularly when weather permits. Please make sure your child comes to school each day with appropriate clothing for Minnesota weather conditions, including coats, hats, mittens/gloves, snow pants, and boots when needed.

School Supplies

A school supply list will be provided to families prior to the start of each school year. In addition to the items listed, every child must have a full-size backpack with straps and a zipper closure. The backpack should be large enough to hold a school folder, books, artwork, and other classroom projects that may be sent home.

Please clearly label your child's backpack with their name and send it with them each day they attend school. Families are encouraged to check backpacks and folders daily for important communications, completed work, and other school-related materials.

Camp Opportunity

Camp Opportunity is an extension of our Pre-K preschool program that provides before- and/or after-preschool childcare for enrolled Pre-K students. Conveniently located just down the hall from our Pre-K classrooms, Camp Opportunity helps make transitions between programs

smooth and comfortable for children. For more information about Camp Opp call 763-261-6600 or email campopp@isd726.org

Early Childhood Advisory Council

The Early Childhood Advisory Council is made up of parents, staff members, and community representatives who work together to support Becker Early Education programs.

The council meets three times each school year—typically in the fall, winter, and spring—to provide guidance, feedback, and recommendations that help ensure programs continue to meet the needs of young children and families in our community. The council promotes collaboration between families, staff, and community members while supporting high-quality early learning and family engagement opportunities.

New members are always welcome. If you are interested in serving on the council, please contact the Early Education office at 763-261-4050 or email ecfe@isd726.org.

Policies and Procedures

Eligibility

ECFE is open to children ages birth to 5 and their parent(s)/caregiver(s). Small Wonders is open to children who are age 3 by September 1 of the current school year, and Pre-K is open to children who are age 4 by September 1 of the current school year.

All children enrolled in Early Education programs are required to have current immunizations on file or a completed, notarized exemption form submitted to the school. Children enrolled in Small Wonders or Pre-K are also required to participate in Early Childhood Screening. Screening must be completed prior to or within 90 days of starting the program. Please contact us if you have questions about these requirements or if your child has not yet completed screening.

Tuition Payments

The programs and classes offered through Becker Early Education require payment of tuition and fees. Tuition helps support:

- Licensed Early Childhood Educators
- Classroom materials and curriculum
- Safe and engaging learning environments
- Program operations and resources

Tuition for Small Wonders and Pre-K is billed monthly from September through May. Payments are processed through Arux, our online registration system, and are automatically withdrawn on the 15th of each month. Families also have the option to pay their annual tuition balance in full at any time during the school year.

Fees for ECFE classes are due at the time of registration for each session.

Tuition will not be prorated for missed school days, including absences due to illness, family vacations, or weather-related school closures.

A \$25 late fee will be assessed for payments not received by the 25th of each month. Families experiencing financial hardship are encouraged to contact the Early Education office as soon as possible to discuss available options.

We offer a sliding fee scale for families who qualify. Families may also apply for a scholarship through [Milestones](#). For more information please contact the Early Education office.

763-261-4050 ecfe@isd726.org

Delinquent Accounts

Accounts that remain delinquent may result in changes to a child's enrollment schedule. For example, a child enrolled in a five-day program may be moved to a reduced-schedule class until payment arrangements have been established.

Any unpaid balances remaining at the end of the school year will be submitted to collections. Accounts referred to collections may require administrative approval for future registrations and will be required to enroll in automatic payments.

Arrival/Dismissal/Authorized Pick Ups

Student Drop-Off Procedures

To ensure a safe and smooth start to the school day, please follow the drop-off procedures outlined below:

- **Small Wonders students** should be accompanied by their caregiver and meet their teacher at Door #1.
- **Pre-K students** should arrive no earlier than 10 minutes before the start of class and should be dropped off at Door #2.

Specific details regarding arrival, dismissal, parking, and traffic flow procedures will be reviewed during your child's Meet 'n Greet or pre-conference prior to the start of the school year.

If your child will be arriving late to school, please notify your child's teacher or contact the Early Education office. Children arriving after the start of class should be brought to the Early Education office, where a staff member will assist them in getting to their classroom.

Student Pick-Up Procedures

For the safety of all children, students may only be picked up by a parent, legal guardian, emergency contact, or an individual listed as an authorized pick-up person in our records.

If there is a change to your child's usual pick-up arrangements, written notification from a parent or guardian is required. Staff may request identification from any individual they do not recognize before releasing a child.

Please ensure that emergency contacts and authorized pick-up information remain current throughout the school year.

Transportation

Transportation is available for Pre-K students only and follows district transportation guidelines. Students may qualify for transportation if they live within district boundaries or at designated bus stops. Small Wonders students are not eligible for district transportation unless transportation is required as part of a qualifying IEP. Families of Small Wonders students are responsible for drop-off and pick-up before and after school each day.

- Morning Pre-K students may ride the bus to school but must be picked up at dismissal.
- Afternoon and all-day Pre-K students may qualify for round-trip transportation.
- There is no bus transportation to Camp Opportunity on non-school days or on days when there is no Pre-K programming. Families are responsible for transportation arrangements on those days.

Bus Routes & Dismissal Changes

Students may ride only the bus route to which they are assigned. If a child is visiting someone on another bus route, parents/guardians must provide transportation. If your child has a change in dismissal plans (being picked up, alternate pickup person, etc.), the school must receive either a written note or a phone call from a parent/caregiver. If notification is not received, your child will be sent home according to their usual transportation plan.

Rules for Bus Riders

Because the school bus is considered an extension of the classroom, all school behavior expectations and district policies apply while students are riding the bus.

Students are expected to:

1. Be at the bus stop at least 5 minutes before the scheduled stop time listed in E-Link.

2. Remain seated while the bus is moving.
3. Keep hands, feet, and belongings to themselves and keep aisles clear.
4. Use appropriate language and gestures at all times.
5. Maintain a reasonable noise level so the driver can safely hear surrounding traffic.
6. Keep all body parts and objects inside the bus.
7. Help keep the bus clean and free of garbage or gum.
8. Avoid bringing unsafe or disruptive items onto the bus.
9. Follow all directions given by the bus driver.
10. Refrain from eating or drinking on the bus, with the exception of water.
11. Use their Z-Pass when getting on and off the bus.

Bus Conduct Consequences

Failure to follow bus safety expectations may result in one or more of the following:

- Verbal warning from the driver
- Assigned seating on the bus
- Parent contact from the driver and/or administration
- Bus misconduct referral which may result in:
 - Student/administrator conference
 - Parent/student/administrator conference
 - School disciplinary action
 - Suspension of transportation privileges
 - Recommendation to the School Board for permanent removal from transportation services

For student safety and liability reasons, students are not permitted to leave school grounds after arriving at school and may only get off the bus at the school they attend.

Health Policy

Early Education follows the health and exclusion guidelines established by Becker Public Schools:

Children should stay home from school for the following reasons:

- **Temperature of 100 degrees or higher in the past 24 hours (must be fever free without fever reducing medication for 24 hours before returning to school)**
- **Vomiting or diarrhea within the past 24 hours (must be 24 hours since last episode before returning to school)**
- **Severe cough**
- **Sore throat or other signs of acute illness**
- **Suspicious skin conditions/undiagnosed rash (or other conditions resulting in discharge or drainage)**

If placed on antibiotics, a child must be on the antibiotics for at least 24 hours before returning to school.

Please know that when a child is not feeling well, teachers and staff monitor them for a period of time before taking further action. We look for patterns of symptoms and changes in behavior, and when appropriate, a temperature is taken using school equipment.

Our goal is always to keep children at school when they are well enough to participate comfortably and safely. However, when symptoms meet district guidelines, we are required to follow protocol to help prevent the spread of illness and protect all students and staff.

We appreciate your understanding and cooperation as we work together to keep our classrooms healthy.

Allergies and Medications

If your child has any food or environmental allergies please note it during the registration process. If your child has an EPI PEN or other medication needs, please contact the district nurse prior to beginning preschool to set up a health action plan.

Immunizations

In Minnesota, children ages 3 months and older are required to have up-to-date immunizations before enrolling in early childhood programs, **OR** a notarized exemption form must be submitted to the school. Immunization records **or** a completed exemption form must be uploaded to your child's Arux account during registration. You can obtain a copy of your child's immunization record from your clinic, through MyChart, or by using the "[Find My Immunization Record](#)" tool.

Immunization Exemptions

A child may be exempt from immunization requirements if:

- They have a medical contraindication or laboratory evidence of immunity, or
- Immunizations are contrary to the conscientiously held beliefs of the parent or guardian

If your child requires an exemption, please print and complete the [Immunization Exemption Form](#). This form must be signed and notarized before submission.

First Aid and Emergencies

First Aid

Staff will administer basic first aid for all minor injuries. All other treatments will be handled by the Primary School Nurse.

Emergency Drills

Becker Early Education will have periodic emergency and safety drills with students throughout the school year, in accordance with State Law. We understand that students may have questions or concerns during safety drills. Staff will do their best to help children remain calm, safe, and reassured while explaining the process in an age-appropriate manner.

Emergency Plan

Becker Public Schools has an emergency response and evacuation plan in the event of a nuclear accident or terrorist event. Parents are urged to get information from the radio or TV. Do not call or come to the school, as these actions will put children at risk by clogging communication lines as well as blocking escape routes.

Potassium Iodide (KI) Administration

Because our community is located within the Emergency Planning Zone that surrounds the nuclear power plant in Monticello, Homeland Security Emergency Management has worked with our school district to prepare for emergency situations. One safety measure that has been implemented is the administration of KI (potassium iodide) in the event of a nuclear incident. If Public Health officials notify the district that it is appropriate to administer KI, the School Nurse (and designees) will administer KI to those students who have parental consent to take KI.

Attendance and Absences

In the event your child will be absent from school please call the Early Education office and indicate the reason for the absence. If a student is absent and a parent/caregiver does not call, we will reach out to the parent(s)/caregiver(s) to verify the child's location.

Confidentiality and Data Privacy

Becker Early Education is committed to protecting the privacy and confidentiality of student and family information. In accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable Minnesota laws, educational records and personally identifiable information are maintained securely and are accessible only to authorized individuals with a legitimate educational interest.

Information about students, including academic, behavioral, health, and program participation records, will not be disclosed without parent/guardian consent except as permitted or required by law. School staff are expected to safeguard student information at all times.

Parents and guardians have the right to review their child's educational records and may contact the Early Education Coordinator with questions regarding student records, privacy rights, or data practices.

Nutrition, Snacks & Celebrations

Children attending Early Education classes will receive a daily snack and milk while at school. From time to time, teachers may request healthy snack donations for the classroom. A list of approved snack donation ideas is included on the back of your child's school supply list and is also available on our website.

To help ensure student safety, all donated food items must be store bought and in their original, unopened packaging. Fresh produce donations are welcome and will be washed and prepared at school. Please be sure to inform your child's teacher of any food allergies or dietary concerns.

Lunch Information

Pre-K students enrolled in all-day classes will eat lunch in the Primary School cafeteria. Early Education follows the Primary School lunch menu, and school lunch is provided free of charge.

Students are also welcome to bring a lunch from home. Please make sure your child's lunchbox is clearly labeled with their first and last name on the outside of the lunchbox. Students who bring a lunch from home may purchase milk at school, if desired. Please note that milk is also provided during daily snack time.

Classroom Treats & Allergies

Due to the increasing number of food allergies and dietary restrictions among students, we ask that families do not send edible treats to school. Non-food items such as stickers, pencils, bookmarks, or small toys are welcome alternatives. If you would like to recognize your child's birthday or another special occasion, please contact your child's teacher in advance to discuss appropriate options.

Birthday Celebrations

To help minimize distractions during the school day, birthday celebrations should take place outside of school hours. Flowers, balloons, and similar items will not be delivered to classrooms. Due to limited space, students should not bring overnight items or large personal items to school.

Toileting

Toileting is a developmental process, and we understand that children learn at different stages. Small Wonders students do not need to be fully potty trained; however, they must be in the process of learning.

Children should be able to participate in their own care by attempting to clean up after an accident. While staff will always provide support, children are expected to have some basic

self-help skills.

If your child is experiencing frequent accidents, a two day Small Wonders class or an ECCE class may be a better fit while they continue developing their toileting skills.

Students with IEPs are not required to be potty trained to attend preschool. If your child has an IEP and you have concerns about toileting, please reach out to the special education team for additional support.

Please note: Toileting expectations for Camp Opportunity may differ from those in Early Education. Please contact Camp Opportunity directly with any questions.

Guidance and Discipline

Students attending Becker Early Education programs are encouraged to do their “Bulldog Best” each day. A key part of early childhood is learning how to interact with others, enjoy being part of a group, and follow the guidance of teachers, parents, and other trusted adults.

When children are still developing these skills, staff use positive behavior guidance to support them. Our goal is to teach and model appropriate behaviors while helping children build self-regulation and problem-solving skills.

When a child needs support, staff may:

- Redirect the child to a different activity or offer choices
- Model and teach expected behaviors (e.g., using kind words, taking turns)
- Acknowledge feelings and help children express emotions appropriately
- Provide reminders of classroom expectations
- Offer a break or quiet space to help the child reset
- Collaborate with families if additional support is needed

We believe that behavior is a form of communication, and we work with children in a supportive and respectful way to help them succeed in the classroom environment.

Photographs and Video Recordings

Throughout the school year, children may be photographed or recorded during classroom activities, special events, and school programs. These images and recordings may be used for educational purposes, classroom displays, student projects, Seesaw communication, district publications, social media, websites, and other materials used to highlight and promote Becker Early Education programs.

Families will be asked to complete a photo and video release form prior to the start of the school year. Parents or guardians may update or change their consent preferences at any time by notifying their child's teacher or the Early Education office.

School Security

The safety of our students and staff is our top priority. To maintain a secure learning environment, all school buildings remain locked during school hours.

Visitors and volunteers should use the call button located near the main office entrance and wait for assistance from office staff. You will be asked to provide your name and the purpose of your visit before being granted access to the building.

All visitors and volunteers are required to:

- Sign in at the front office upon arrival.
- Wear the visitor badge provided by the office while in the building.
- Sign out at the front office when leaving.

We appreciate your cooperation in helping us maintain a safe and secure environment for all children.

Mandated Reporting

Minnesota law requires all school employees to report suspected child abuse or neglect. School staff are trained to recognize and respond to situations that may place a child at risk. If you have concerns regarding the safety or well-being of a child, please contact your child's teacher or the Early Education Coordinator. We will assist you in accessing appropriate resources and support services.

Non-Discrimination Statement

Becker Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in its programs and activities.

Handbook Acknowledgement

Families will be asked to acknowledge that they have received and reviewed the Becker Early Education Parent Handbook.

2026-2027 Staff Handbook Changes

- **APPEARANCE / DRESS:**

- New section: Employees are expected to maintain appropriate personal hygiene and grooming standards while at work. Employees should also be mindful of the use of fragrances, including perfumes, colognes, and scented products. Personal hygiene and grooming practices should not interfere with the work environment or the ability of others to perform their job duties comfortably and safely.

- **SICK LEAVE:**

- The main purpose of sick leave is to provide income protection for absences due to illness and for short-term disability. The school district's long-term disability policy has a ~~45~~ 60 consecutive calendar day benefit waiting period. Sick leave accumulation helps bridge the gap between the waiting period and a loss of income. Earned sick leave may also be used for reasons allowed under the MN Sick and Safe Time law and/or MN Paid Leave.

- **BEREAVEMENT:**

- Employees may be eligible for bereavement leave. Approval for this leave is outlined in your CBA, individual contracts, or group agreements. Employees must indicate what relation the bereavement leave is for when entering absences. The District reserves the right to confirm the relationship prior to approval.

- **PAID FAMILY MEDICAL LEAVE (PFML):**

- This program is administered by ~~the Minnesota Department of Employment and Economic Development (DEED)~~, Madison National Life (Alera), not the District. Qualifying reasons include bonding with a new child, caring for a seriously ill family member, recovering from a serious health condition, or addressing safety concerns related to domestic violence. Leave requests will require application through the ~~state 3rd party administrator program~~ state 3rd party administrator program and coordination with the District's Human Resources Department.

- **HEALTH INSURANCE:**

- Eligible employees may enroll in the school district's health insurance program provided by ~~HealthPartners~~ UnitedHealthcare (UHC).
- ~~HealthPartners~~ UnitedHealthcare (UHC): 952.883.5000 1-866-801-4409
- Online: www.healthpartners.com www.uhc.com

2025-2026 Becker Public Schools Nutrition and Wellness Report

06.9.2026

—

Thank you for the opportunity to share what we've been doing in the Food Service Department. We know how important school breakfast and lunch is for children and we in the food service department strive to provide our students with a variety of healthful, appealing, and nourishing foods.

School Breakfast Program and National School Lunch Program

All children are eligible for a free breakfast and lunch each day. The program has saved Becker families \$817 per student per year. (Based on a full priced breakfast at \$1.70 and lunch at \$3.05 for 172 days.)

As shown in the table below, Becker Public Schools has great meal participation rates!

Student Participation Rates:

Lunch	2025-2026		Breakfast	2025-2026
Primary School	88%		Primary School	92%
Intermediate School	87%		Intermediate School	56%
Middle School	83%		Middle School	42%
High School	75%		High School	51%

Wellness Committee

- The committee has representation from all four school buildings and includes teaching staff, administration, nursing and food service.
- Wellness projects and initiatives included: Fall "Thankful" trees, surprise staff Coffee/Hot Chocolate Treat, Wellness BINGO, and Kindness Cards painted by Early Education students.

Department Highlights

- Total Breakfast Meals Served: 267,553
- Total Lunch Meals Served: 355,872. *The next highest annual meal count I could find in my files was the 2012/2013 school year in which we served 337,877 lunches.*
- Total Ala Carte Sales: \$173,481.7
- MN grown or raised foods on the menu this year included: apples, pears, peppers, sweet corn, baby red potatoes, tomatoes, ground beef, wild rice, greens, onions, asparagus, beef hot dogs, cucumbers, refrigerator pickles, and delicata squash.
- Bulk milk service at the middle school diverted approximately **16,000** milk cartons from the landfill (September–December).
- Farm to School by the numbers 1,140 ears of corn shucked. 6 beef cattle harvested. ~10,000 apples served.
- At least \$50,000 of MN grown or raised foods purchased this school year so far.
- Becker received "Silver Squash Honors" from MN Dept of Ag's Cream of the Crop awards for our Farm to School efforts.
- Walk-in freezers added to the Intermediate and Middle school kitchen spaces.
- 4,631 Grab and Go Meals taken during pilot year at MS/HS (reimbursable and free to students).

2025-2026 Becker Public Schools Nutrition and Wellness Report

Respectfully Submitted,

Felicia Kittok, RDN
Becker Public Schools Food Service Director

fkittok@isd726.org



RESOLUTION ACCEPTING DONATIONS

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

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

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

THEREFORE, BE IT RESOLVED, that the School Board of Becker, ISD 726, gratefully accepts the following donations as identified below:

DONOR	GIFT DESCRIPTION	AMOUNT
Becker Dance Team Boosters	Dance Team Expenses	\$8,415.00
Becker Football Boosters	Tennis Courts Improvements	\$1,200.00

The vote on adoption of the Resolution was as follows:

Aye: Ryan Hubbard, Aaron Jurek, Renee Regel, Connie Robinson, Corey Stanger, Pete Weismann

Nay: None

Absent: None

Whereupon, said Resolution was declared duly adopted on July 6, 2026

Chair

Clerk

Adopted: _____

MSBA/MASA Model Policy 208

Orig. 1995

Revised: _____

Rev. 2026

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

[NOTE: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two (2) school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two (2) meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.
- C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one (1) year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.

- D. If a policy is ~~modified-revised~~ with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical revisions in the relevant policy.

If a policy is revised or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

[Note: The school board may choose to direct school district staff or the school board's policy committee to incorporate technical revisions, such as statutory references, grammatical improvements, and similar matters without requiring formal school board approval of the technical revision.]

V. IMPLEMENTATION OF AND ACCESS TO POLICY

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.
- D. The school board shall review policies at least once every three (3) years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

402 DISABILITY NONDISCRIMINATION 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 a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact **[list the name, title, office address, telephone number, and e-mail address]**. This individual is the school district's appointed ADA/Section 504 coordinator.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

423 EMPLOYEE-STUDENT RELATIONSHIPS**I. PURPOSE**

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
 - 5. Grooming as prohibited under Minnesota Statutes, section 609.352.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

~~[NOTE: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]~~

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with ~~the school district's Policy 103 (Complaints – Students, Employees, Parents, Other Persons policy)~~ unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)

509 ENROLLMENT OF NONRESIDENT STUDENTS

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

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

- A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; ~~grade level~~; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
 2. in considering the capacity of a grade level, the school district may ~~only~~ limit the enrollment of nonresident students in its schools or programs to a number not less than the lesser of:
 - a. one (1) percent of the total enrollment at each grade level in the school district; or
 - b. the number of school district resident students at that grade level enrolled in a nonresident school district according to ~~in accordance with~~ Minnesota Statutes, section 124D.03.
 3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the school district limits enrollment of nonresident students pursuant to Paragraph A, ~~this section~~, the school district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.
- C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting in a nonresident district.

[NOTE: **MDE's Birth up to Kindergarten Enrollment, Legislative Changes** states, "There is no standard set for how parents must demonstrate enrollment in a community preschool or childcare setting. We recommend a written policy for this process." A district may choose to insert applicable local provisions here.]

- D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

[NOTE: **MDE's Birth up to Kindergarten Enrollment, Legislative Changes** offers the following recommendation: "the non-resident district may elect to allow the child's enrollment status to continue without completing another application. **MDE** recommends that districts create policies around this election which must be non-discriminatory and in writing." A district may choose to insert applicable local provisions here.]

IV. BASIS FOR DECISIONS

- A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1. ~~involving assaulting another and inflicting substantial bodily harm.~~

- B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. the student's previous academic achievement ~~of a student~~;
2. the student's athletic or extracurricular ability ~~of a student~~;
3. the student's disabling conditions ~~of a student~~;
4. the student's proficiency in the English language;
5. the student's district of residence, except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. Application

The ~~student and~~ parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section ~~142D.08124D.151~~ to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3~~this subdivision~~ to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section ~~142D.08124D.151~~ or to remain enrolled in the school district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the school district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The school district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

- a. the student's resident district does not operate a school building;
- b. the municipality is located partially or fully within the boundaries of at least five (5) school districts;
- c. the nonresident district in which the student seeks to enroll operates one (1) or more school buildings within the municipality; and
- d. no other nonresident, independent, special, or common school district operates a school building within the municipality.

2. The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination

If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of

whether exclusion proceedings should be initiated.

2. Superintendent's review

The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old~~under seventeen (17) years of age~~ who is absent from attendance at school without lawful excuse ~~for seven (7) school days in a school year if the child is in elementary school or~~ for one (1) or more class periods on seven (7) school days in a school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year and who has not lawfully withdrawn from school. Pursuant to Minnesota Statutes, 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.

The school district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one (1) or more periods on fifteen (15) school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and if the school district reasonably believes that a student does not otherwise meet the residency requirements of the school district in which the student is attending school, the student may be for enrollment may be terminated from enrollment and removed from school. ~~Prior to removal from school, the school district will send to the student's parents only after the school district sends the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include~~ the facts upon which the belief is based, ~~and notice to the parents of their an opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee, or, at the option of the parents, by sending the documentary evidence to the superintendent, or a designee. The superintendent or the superintendent's designee who~~ will make ~~the a~~ final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is

placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

- Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)
[Minn. Stat. § 142D.08 \(Voluntary Prekindergarten Program for Eligible Four-Year-Old Children\)](#)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
[Minn. Stat. § 260C.163, Subd. 11 \(Hearing\)](#)
[Minn. Stat. § 609.223, Subd. 1 \(Assault in the Third Degree\)](#)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)
- Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)
- Resources:** [Minnesota Department of Education: Open Enrollment \(accessed 03/18/26\)](#)

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;
 - 3. is regarded as having such an impairment; or
 - 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.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions or comments should contact **[title, name, office address, and telephone number]**. 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)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
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: _____

MSBA/MASA Model Policy 524

Orig. 1996

Revised: _____

Rev. 2026

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

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

In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-alone policy for cell phones and similar devices. School districts may adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[NOTE: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom

websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with the school district's Protection and Privacy of Pupil Records Policy; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with the school district's Protection and Privacy of Pupil Records policy.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission

of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

a. "Identifiable individual" means a person that is identifiable:

(1) from the image itself, by the person depicted in the image, or by another person; or

(2) from personal information displayed in connection with the image.

b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.

c. "Nudify" or "nudified" means the process by which:

(1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

(2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.

Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices.

If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[NOTE: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes, section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: "A school district ~~receiving technology revenue under section 125B.26~~ must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography."]

ALTERNATIVE NO. 1

[NOTE: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes, section 125B.15.]

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

[NOTE: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

ALTERNATIVE NO. 2

[NOTE: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]

- A. All school district computers with Internet access and available for student use will be

equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.

- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

ALTERNATIVE NO. 3

[NOTE: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[NOTE: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the

Internet.

- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and

dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within thirty (30) days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in Paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by Paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in Paragraph C, clause 4, it must, within seventy-two (72) hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within seventy-two (72) hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.]

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals collaborated to make best practices available to schools on a range of different strategies to achieve the goals stated above.

In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-alone policy for cell phones and similar devices. School districts may adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use

screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
[Minn. Stat. § 325E.91 \(Prohibition on Nudification Technology\)](#)
[Minn. Stat. § 609.341, Subd. 5 \(Definitions\)](#)
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 524.5 (Personal Electronic Communication Devices)*
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
[MSBA/MASA Model Policy 625 \(Responsible Use of Artificial Intelligence\)](#)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

*If applicable

Adopted: June 5, 2006

Revised: April 4, 2022

533 WELLNESS

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and education.

B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

C. The school district encourages the involvement of students, parents, teachers, food service staff, school health professionals, the school board, school administrators, and the general public in development, implementation, and periodic review and update of the school districts' wellness policy.

D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS

A. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate;

and

c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.
3. The staff involved in nutrition education will be adequately prepared and participate in regular professional development activities to effectively deliver current nutrition education programs. Preparation and professional development activities will provide evidenced-based knowledge of nutrition and instructional techniques and strategies designed to promote healthy eating.
4. The school cafeteria will serve as a “learning laboratory” to allow students to apply nutrition skills taught in the classroom.
5. Schools will provide nutrition education to foster lifelong habits in healthy eating, and will establish connections between health education and school meal options.

B. Physical Activity

1. The physical education curriculum for grades K-12 will be aligned with established state physical education standards.
2. All students are to engage in the physical education program as required by grade level requirements unless otherwise exempt. When physical education is included in a student’s schedule, the following minimum minutes per week are required:
 - a. Elementary: 120-150 minutes
 - b. Middle School/High School: 225 minutes
3. Physical education for grades K-12 is required to be taught by a licensed teacher who is endorsed to teach physical education.
4. Annual professional development opportunities focused on topics and competencies specifically for physical education teachers will be offered.
5. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.
 - a. Becker Schools encourages students who live within a walkable/bikeable distance to school to do so. The elementary schools provide crossing guards for students walking or biking to school as well as areas for students to park their bikes.
6. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
 - a. Elementary schools should provide students with 20 minutes per day of recess play

when weather permits.

7. Singling out or assigning students physical activity as a consequence is discouraged. Staff are allowed to use physical activity as a reward when feasible.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

D. Employee Wellness

1. District employees are encouraged to model healthy eating, physical activity, and mental health by participating in wellness challenges and events offered throughout the year by the District Wellness Committee.
2. Employees are encouraged to purchase school meals and snacks through the Food Service Department, which are balanced, nutritious, and models healthy eating and food choices for students.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, regulations, and nutrition standards as can be found at <https://www.fns.usda.gov/>
2. All schools will provide breakfast through the USDA School Breakfast Program (SBP) and Lunch through the National School Lunch Program (NSLP).
3. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that will meet the health and nutrition needs of the students. Students will be encouraged to try new foods through taste testing and encouragement during the serving process.
4. Food service personnel are encouraged to source and serve Minnesota grown and raised foods where practicable.
5. Food service personnel will try and accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.

6. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
7. Students will be provided free access to drinking water during meal times and throughout the school day. Students are also allowed to bring in bottled water from home.
8. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations that reimbursable school meals meet USDA nutrition standards.
9. All foods prepared and made available in school cafeterias shall comply with the state and ~~location~~ local food safety and sanitation regulations. Hazard Analysis Critical Control Points (HACCP) plans and Standard Operating Procedures are utilized to prevent food borne illness in schools. For the safety and security of the food and facility, access to the food preparation areas is limited to food service personnel.
10. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals.
11. Schools will avoid stigmatizing students ~~who are unable to pay for their meal or have an outstanding negative meal balance~~ based on their educational benefit eligibility status (free, reduced, or paid). All students requesting a reimbursable meal will be served as the district provides universal free meals.
12. Applications for ~~free/reduced-price meals~~ Educational Benefits are sent home to all families at the beginning of the school year. The application is also available on the district website and can be completed online or printed and submitted to any school office.
13. Students will be provided access to hand washing or hand sanitizing before they eat meals or snacks.
14. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
15. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The superintendent shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines. The designee shall meet the minimum educational requirements as defined by the USDA program requirements.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools. The training provided will meet the minimum number of hours as defined by the Professional Standards in USDA program requirements.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students outside of reimbursable meals are considered ‘competitive foods’. Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in Schools (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. <https://www.fns.usda.gov/tn/guide-smart-snacks-school>
3. Before and Aftercare (childcare) programs must also comply with the school district’s nutrition standards unless they are reimbursable under the USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - i. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - ii. **PS/IS Due to the increasing number of food allergies and dietary restrictions among students, the district asks that families not send edible treats to school. However, non-food alternatives such as pencils, stickers, and small toys are welcome. Families should reach out to their child’s classroom teacher in advance to discuss appropriate options for special occasion celebrations.**
 - iii. ~~Classroom snacks brought in by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snack nutrition standards.~~
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by the student’s individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. An effort will be made to remove advertising of food and beverages that are not available for sale and/or do not meet Smart Snack nutrition standards in district schools. Food and beverage marketing/promotion should be consistent with Smart Snack nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website under district policies.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. The extent to which schools under jurisdiction of the school district are in compliance with the wellness policy;
 - b. The extent to which the school district's wellness policy compares to the model local wellness policies; and
 - c. A description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment using the Wellness School Assessment Tool (WellSAT) or School Health Index.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness ~~police~~ policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov,
<https://www.fns.usda.gov/tn/guide-smart-snacks-school>

534 SCHOOL MEALS POLICY

[NOTE: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, to require that Minnesota school districts that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].

[NOTE: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]

[NOTE: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte item or second meal charges.]

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

[NOTE: Payment systems and procedures will likely vary from school district to school district. The school district should select one of the following options and delete the remaining options.]

A. ~~**[OPTION 1: All a la carte items or second meal purchases are to be prepaid before meal service begins. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).] A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal until additional money is deposited in the student's account.]**~~

[OPTION 2: Students have use of a meal account. When the balance reaches zero, a student may charge no more than a standard complete meal to this account. When an account reaches this limit, a student shall not be allowed to charge second meals or a la carte items until the negative account balance is paid. Families may add money into their meal account by bringing cash or a check to any school buildings front office, paying for their extras with cash at the cashier station or pay online through the Meal Account portal; EduTrak. Families also have the option to set up autopay through their EduTrak account.

~~**[OPTION 3: Insert a school district-specific process for payment of a la carte items or second meals.]**~~

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education

2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

4. Each school that participates in the free school meals program must:

a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

b. provide to all students at no cost up to two (2) federally reimbursable meals per school day, with a maximum of one (1) free breakfast and one (1) free lunch.

c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.

[NOTE: While subparagraph 3. above is inherent given subparagraph 2., MSBA recommends that school boards consider including subparagraph 3., which is stated in Minnesota Statutes, section 124D.111.]

D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

E. When a student has a negative account balance, the student will not be allowed to charge a snack item.

F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

G. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

H. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

[NOTE: New paragraphs G and H apply if a school district receives school breakfast aid under Minnesota Statutes, section 124D.111 or school lunch aid under Minnesota Statutes, section 124D.111 respectively.]

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of an outstanding negative balance once the negative balance reaches \$-.01 or [insert number of meals]. Families will be notified by automated

emails and calling system on Tuesdays and Fridays. [insert the method used to notify families (e.g., automated calling system, email, letters sent home)].

- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than **\$25**, not paid prior to **[the of the school year]**, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

[NOTE: School districts that use a collection agency to collect unpaid school meals debt must address this in this policy. A new paragraph F. can be added to address the use of a collection agency.]

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Cross References: None

Resources: USDA Policy Memorandum SP 46-2016, [Unpaid Meal Charges: Local Meal Charge Policies](#) (2016) (accessed 10/29/25)
USDA Policy Memorandum SP 47-2016, [Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments](#) (2016) (accessed 10/29/25)
USDA Policy Memorandum SP 23-2017, [Unpaid Meal Charges: Guidance and Q&As](#) (2017) (accessed 10/29/25)

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.~~
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "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.
- D. "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

[Position Title] shall be named the District Assessment Coordinator ~~and. Said person~~ shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS**A. Graduation Requirements**

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

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with Minnesota Statutes, section 120B.307, subdivision 4,

paragraph (d), 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, 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.

B. Targeted Instruction Plan

1. A student under Subparagraph V.A.1. above 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, 120B.30, 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.

- 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;
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
7. A minimum of seven (7) elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

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: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

[NOTE: * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs].
- C. All students must satisfactorily complete the following required 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.

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The school district must, upon a request under Paragraph B. below issue a high school diploma to a veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. during the Korean Conflict; or
2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The school district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The school district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to districts fulfilling diploma requests, including but not limited to verification of discharge paperwork.

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.251 (Ethnic Studies Requirements)
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. Stat. § 127A.135 (High School Diploma for Veterans)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through 613-5

Grade 12)
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (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)

Adopted: _____

MSBA/MASA Model Policy 621

Orig. 2023

Revised: _____

Rev. 2026

621 LITERACY AND THE READ ACT

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in Minnesota Statutes, section 120B.119, subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board ~~as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher,~~ who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. ~~A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the

Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "expressive language" ~~or~~ and "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.
- H. "Parent" means a student's parent or legal guardian.
- I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

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

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.
A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V. below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

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

reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.

G. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

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

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

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in

evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

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

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
 - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 - 2. a process to notify and involve parents;
 - 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 - 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 - 5. identification of staff development needs, including a plan to meet those needs;
 - 6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level;
 9. the number of teachers and other staff that have completed training approved by the department;
 10. the number of teachers and other staff proposed for training in structured literacy;
 11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
 12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; ~~and~~
 13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level, ~~and~~.
 14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
 - 1. reading intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 - 6. employees who select literacy instructional materials for a district; and
 - 7. teachers holding English as a second language teaching licenses.
 - B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
 - 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2. teachers who provide instruction to students in a state-approved alternative program; and
 - 3. teachers who provide instruction to students in dual language immersion programs.
- The Commissioner may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
 - D. Training provided by the following may satisfy the professional development requirements under this Article:
 - 1. a certified trained facilitator; or
 - 2. a training program that MDE has determined meets the professional development requirements under the Read Act.

- E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.
- F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.
- The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.
- G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).
- H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

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

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

X. LITERACY AID USES

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

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
[Minn. Stat. § 363A.43 \(Continuing Education; Accessibility\)](#)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2023

Revised: _____

Rev. 2026

624 ONLINE INSTRUCTION

[NOTE: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under Paragraph E. below.
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph I; course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under Paragraph C. above; and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under Paragraph E and may enroll students receiving online instruction under Paragraph E. above.
- G. "Online teacher" means an employee of the enrolling district under Paragraph C. above or the supplemental online course provider under Paragraph J who holds the appropriate

licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under Paragraph E. above.

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under Paragraph C. above.
- J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two (2) or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph I. above.

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.22~~120A.21~~.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses

other than those offered by the student's enrolling district are as provided in this subdivision.

- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to fifty (50) percent of the student's scheduled course load;
 - 3. apply to take supplemental online courses no later than fifteen (15) school days after the student's enrolling district's term has begun. An enrolling district may waive the fifty (50) percent course enrollment limit or the 15-day time limit; and
 - 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age seventeen (17) or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age seventeen (17) or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course

application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within fifteen (15) days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements

of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

- Legal References:** ~~Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)~~
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)
- Cross References:** MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 709

Orig. 1995

Revised: _____

Rev. 2026

709 STUDENT TRANSPORTATION SAFETY 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 safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

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

safety training twice during the school year.

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

C. Active Transportation Safety Training

1. Training Required

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

2. Instruction

- a. The school district may provide active transportation safety training through distance learning.

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

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

1. School Bus and Bus Stop Rules

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

2. Rules at the Bus Stop

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

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.

- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (grades K-6)

1st offense	warning
2nd offense	three (3) school-day suspension from riding the bus
3rd offense	five (5) school-day suspension from riding the bus
4th offense	ten (10) school-day suspension from riding the bus/meeting with parent
Further offenses	individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (grades 7-12)

1st offense	warning
2nd offense	five (5) school-day suspension from riding the bus
3rd offense	ten (10) school-day suspension from riding the bus
4th offense	twenty (20) school-day suspension from riding the bus/meeting with parent
5th offense	suspended from riding the bus for the remainder of the school year

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

(3) Other Discipline

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

(4) Records

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

(5) Vandalism/Bus Damage

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

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children at the bus stop five (5) minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

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

and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within thirty (30) days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten (10) days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety's *Minnesota Model School Bus Driver Training Program*. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the *Minnesota Model School Bus Driver Training Program*.

[NOTE: The *Minnesota Model School Bus Driver Training Program* is available online through the Minnesota Department of Public Safety State Patrol web page listed under Resources below.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

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

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

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the *Minnesota Model School Bus Driver Training Program*.

[NOTE: The school district may use alternative assessments rather than those set forth in the *Minnesota Model School Bus Driver Training Program* for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least eight (8) hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the *Minnesota Model School Bus Driver Training Program*.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[NOTE: A school district is not required to comply with Subparagraph VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.

For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71:

"School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

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

Federal Regulations, Part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:

- a. Fire extinguisher

A minimum of one (1) 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. ~~First aid kit and~~ Body fluids cleanup kit

A ~~minimum of a 10-unit first aid kit and a~~ body fluids cleanup kit is required. ~~They~~The kit must be contained in a removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate ~~their~~the kit's identity ~~and location~~.

- c. First Aid Kit

A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

- d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a

label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of ten (10) or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pre-trip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas

to enable the student to avoid hazardous conditions;

- (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in "park" during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with Paragraph V.F. concerning reporting convictions to the employer within ten (10) days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five (5) years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony,

controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

- i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within three (3) years of the first of three (3) other moving offenses is precluded from operating a type III vehicle for one (1) year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, subdivision 2 (See Paragraph II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.
 - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from Subparagraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

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

- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).

- f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's *Guideline for the Safe Transportation of Pre-school Age Children in School Buses*, if child safety restraints are used by passengers, in addition to the training required in Article VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport fifteen (15) or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
- 3. A school bus operated under this section must bear a current certificate of inspection.
- 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the *Minnesota Model School Bus Driver Training Program*. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency health information shall be maintained on the school bus for students requiring special transportation service because of a disability. The information shall state:
 - 1. the student's name and address;
 - 2. the nature of the student's disabilities;
 - 3. emergency health care information; and
 - 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

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

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4.

The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education)

Rules)

Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)

Minn. Stat. § 169.454 (Type III Vehicle Standards)

Minn. Stat. § 169.4582 (Reportable Offense on School Buses)

Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)

Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)

Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)

Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)

Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)

Minn. Stat. § 171.169 (Notice of Commercial License Suspension)

Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)

Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)

Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)

Minn. Stat. Ch. 245C (Human Services Background Studies)

Minn. Stat. § 609.02 (Definitions)

[Minnesota Rules 1993, part 3520.5120](#)

Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)

49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)

49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)

49 C.F.R. § 383.5 (Transportation Definitions)

49 C.F.R. § 383.51 (Disqualification of Drivers)

49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References:

MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing)

MSBA/MASA Model Policy 506 (Student Discipline)

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

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

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

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Resources:

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

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

721 PROCUREMENT POLICY

[NOTE: School districts are required by the federal Uniform Grant Guidance (UGG) regulations, 2 Code of Federal Regulations, part 200, to have the policies that establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs (\$250,000) and micro-purchases (\$10,000). In addition, school districts must comply with Minnesota laws on procurement.]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

- A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).
- B. "Competitive procurement process" means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.
- C. "Contract" means a legal instrument by which the school district purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the school district considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- D. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- E. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district for financial statement purposes, or \$10,000.
- F. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below:
 - 1.
 - a. The federal financial assistance that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101; or

- b. The cost-reimbursement contract under the federal Acquisition Regulations that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101.
 - 2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the definition of *Federal financial assistance* in 2 Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 - 3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- G. "Grants" includes
- 1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
 - 2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.
- [NOTE: All requirements outlined in this policy apply to both direct grants and state-administered grants.]**
- H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.
 - I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.
 - J. "Severance pay" is a payment in addition to regular salaries and wages by the school district to workers whose employment is being terminated.
 - K. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

The acquisition of supplies or services when the aggregate dollar amount of the procurement transaction does not exceed the micro-purchase threshold (generally \$10,000, except as otherwise discussed in 48 Code of Federal Regulations, subpart 2.1 or as periodically adjusted for inflation).

[NOTE: Minnesota school districts may choose to increase their federal micro-purchase threshold to \$25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold. The annual certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations, section 200.520 for the

most recent audit; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

B. Procurement by small purchase procedures

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of \$175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

[NOTE: Despite the federal government's increase in the dollar cap for small purchases to \$250,000, Minnesota Statutes, section 471.345 limits the cap for small purchase procedures to \$175,000.]

C. Procurement by sealed bids (formal advertising)

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D. Procurement by competitive proposals

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E. Procurement by noncompetitive proposals

This procurement method involves solicitation of a proposal from only one source.

[NOTE: Article IV. on Conflict of Interest has been moved to Article XI. to create a seamless set of Articles regarding procurement.]

IV. GENERAL PROCUREMENT STANDARDS

- A. The school district must use its own documented procurement procedures that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

1. The superintendent and/or **[insert title(s) as appropriate]**, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board oversight, except as expressly permitted by law.

2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than \$1,000 and is consistent with this policy's requirements.

b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

(1). Superintendent: Up to **[insert dollar amount]**

(2). **[insert title]**: Up to **[insert dollar amount]**

[NOTE: The school board has the authority to determine whether to adopt Subparagraph H.2. In addition, the board may determine the employees to be included and the expenditure amounts to be authorized.]

3. Emergency expenditures and procurement authorization

Notwithstanding other provisions of this policy, including the threshold authorization above, the superintendent is authorized to approve emergency expenditures when the superintendent determines that a public exigency or emergency exists that threatens the health, safety, or welfare of students, staff, or school district property and that the expenditure cannot be delayed until the next regular or special meeting of the school board without material harm to the school district.

In an emergency, the Superintendent may authorize an expenditure in excess of the Superintendent's delegated purchasing authority, subject to the following conditions:

1. The procurement shall comply with applicable state and federal law, including the use of noncompetitive procurement when permitted by law;
2. The superintendent shall document the nature of the emergency, the basis for determining that immediate action was required, and the reason competitive procurement procedures were not used;
3. The expenditure shall be reported to the school board for ratification at the next regular or specially called school board meeting; and
4. Emergency authority under this paragraph is limited to the specific emergency circumstances and does not constitute a permanent increase in the superintendent's purchasing authority.

[NOTE: Optional Dollar Limitation: Emergency expenditures authorized by the superintendent under this paragraph shall not exceed \$ [REDACTED] per occurrence, unless prior school board approval is obtained or such approval is impracticable due to the timing and nature of the emergency, in which case Board ratification shall be sought as soon as practicable.]

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

A. Procurements for \$25,000 or less

If the amount of the contract is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for \$25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding \$25,000 but not \$175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding \$175,000

If the amount of the contract is estimated to exceed \$175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;
2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;
4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;
5. any or all bids may be rejected if there is a sound documented reason; and
6. in order for a sealed bid to be feasible, the following conditions must be present:
 - a. a complete, adequate, and realistic specification or purchase description is available;
 - b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
 - c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number

of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and
3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;
2. Proposals must be solicited from an adequate number of qualified sources;
3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;
2. The item is available only from a single source;
3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.
2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 - a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);
 - b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 - c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.
- E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

[NOTE: Thresholds are now set in Article IV.H above.]

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

- a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.
- c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- d. Adequate maintenance procedures must be developed to keep property in good condition.
- e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;
2. Information that the federal agency or pass-through entity designates as sensitive; and
3. other information that the school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

[NOTE: See 2 Code of Federal Regulations, section 200.303, which establishes internal controls that the school district must implement.]

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the school district must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and school board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.
2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).
4. "Omni Circular"(also known as 2 Code of Federal Regulations, part 200, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;
2. Advisory councils;
3. Audit costs and related services;
4. Bonding costs;
5. Compensation - personal services;
6. Compensation – fringe benefits;
7. Conferences;
8. Contingency provisions;
9. Depreciation;
10. Employee health and welfare costs;
11. Equipment and other capital expenditures;
12. Gains and losses on disposition of depreciable assets;
13. Insurance and indemnification;
14. Intellectual property;
15. Maintenance and repair costs;
16. Materials and supplies costs, including costs of computing devices;
17. Memberships, subscriptions, and professional activity costs;
18. Organization costs;
19. Participant costs;

20. Plant and security costs;
21. Pre-award costs;
22. Professional service costs;
23. Proposal costs;
24. Publication and printing costs;
25. Rearrangement and reconversion costs;
26. Recruiting costs;
27. Relocation costs of employees;
28. Rental costs of buildings and equipment;
29. Scholarships, student aid costs, and tuition remission;
30. Specialized service facilities;
31. Taxes;
32. Telecommunication and video surveillance costs;
33. Termination and standard closeout costs;
34. Training and education costs;
35. Transportation costs; and
36. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;
2. Bad debts;
3. Contingency provisions (with limited exceptions);
4. Contributions and donations
5. Entertainment (with limited exception);
6. Fines, penalties, damages, and other settlements;
7. Fundraising and investment management costs (with limited exceptions);

8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
9. Goods or services for personal use;
10. Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);
11. Lobbying;
12. Losses on other Federal awards or contracts;
13. Selling and marketing;
14. Student activity costs;
15. Religious use;
16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.
2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three (3) situations:
 - a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DOE, MDE, and the MDE Office of Inspector General (if applicable). School districts are also required to report matters related to school district integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written school district policy consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;
2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
3. Consistent with the school district's cost accounting practices and school district policy; and
4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the school district's other activities and in accordance with the school district's established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of the school district's written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's established written policy for all school district travel; and
3. Only temporary during the travel period.

[NOTE: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations, section 200.208 (Specific Conditions).

If the DOE or MDE determines that noncompliance cannot be remedied by imposing specific conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: (1) Temporarily withhold payments until the school district takes corrective action;; (2)

Disallow (that is, deny both use of funds and any applicable matching credit for) costs for all or part of the activity associated with the noncompliance; (3) Wholly or partly suspend or terminate the federal award; (4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations, part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); (5) Withhold further federal awards (new awards or continuation funding) for the project or program; and/or (6) Take other remedies that may be legally available.]

X. SUBRECIPIENT MONITORING

[NOTE: MDE auditors have stated that subrecipient monitoring must be covered in policy.]

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in *SAM.gov* that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.
2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

- i. Subrecipient's name (must match the name associated with its unique entity identifier);
- ii. Subrecipient's unique entity identifier;
- iii. Federal Award Identification Number (FAIN);
- iv. Federal Award Date;
- v. Subaward Period of Performance Start and End Date;
- vi. Subaward Budget Period Start and End Date;
- vii. Amount of Federal Funds Obligated in the subaward;
- viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;
- ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;
- x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

- xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;
 - xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;
 - xiii. Identification of whether the federal award is for research and development; and
 - xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).
- (2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;
 - (3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;
 - (4) Indirect cost rate:
 - (5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and
 - (6) Appropriate terms and conditions concerning the closeout of the subaward.
3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:
- a. The subrecipient's prior experience with the same or similar subawards;
 - b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;
 - c. Whether the subrecipient has new personnel or new or substantially changed systems; and
 - d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.
5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:
 - a. Review financial and performance reports.
 - b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.
 - c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.
 - d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.
6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:
 - a. Providing subrecipients with training and technical assistance on program-related matters;
 - b. Performing site visits to review the subrecipient's program operations; and
 - c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.
7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.
9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

- B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

The school district's Conflict of Interest policies and procedures provide additional measures regarding conflicts of interest.

[NOTE: The Minnesota Department of Education confirmed that the "written standards of conduct" required under 2 Code of Federal Regulations, section 200.318(c)(1) may appear in this policy, another policy and/or in an employee handbook. School boards may decide whether to adopt this section or address written standards of conduct elsewhere.]

C. Organizational Conflicts of Interest

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal agency policies.

Legal References: Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
 Minn. Stat. § 471.38 (Claims)
 Minn. Stat. § 471.391 (Declaration Form)
 Minn. Stat. § 471.392 (Penalty)
 Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
 18 U.S.C. (Crimes and Criminal Procedures)
 31 U.S.C. §§ 3729–3733 (False Claims)
 2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
 2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
 2 C.F.R. 200 Subpart E (Cost Principles)
 2 C.F.R. 200 Subpart F (Audit Requirements)
 2 C.F.R. § 200.1 (Definitions)
 2 C.F.R. § 200.101 (Applicability)
 2 C.F.R. § 200.112 (Conflict of Interest)
 2 C.F.R. § 200.113 (Mandatory Disclosures)
 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
 2 C.F.R. § 200.208 (Specific Conditions)
 2 C.F.R. § 200.214 (Suspension and Debarment)
 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
 2 C.F.R. § 200.302 (Financial Management)
 2 C.F.R. § 200.303 (Internal Controls)
 2 C.F.R. § 200.305(b)(1) (Federal Payment)
 2 C.F.R. § 200.310 (Insurance Coverage)
 2 C.F.R. § 200.311 (Real Property)
 2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
 2 C.F.R. § 200.313(d) (Equipment)
 2 C.F.R. § 200.314 (Supplies)
 2 C.F.R. § 200.315 (Intangible Property)
 2 C.F.R. § 200.318 (General Procurement Standards)
 2 C.F.R. § 200.319 (Competition)
 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms)
 2 C.F.R. § 200.328 (Financial Reporting)
 2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
 2 C.F.R. § 200.339 (Remedies for Noncompliance)
 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
 2 C.F.R. § 200.413 (Direct Costs)
 2 C.F.R. § 200.414 (Indirect Costs)
 2 C.F.R. § 200.415 (Required Certifications)
 2 C.F.R. § 200.425 (Audit Services)
 2 C.F.R. § 200.430 (Compensation – Personal Services)
 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
 2 C.F.R. § 200.447 (Insurance and Indemnification)
 2 C.F.R. § 200.463 (Recruiting Costs)
 2 C.F.R. § 200.464 (Relocation Costs of Employees)
 2 C.F.R. § 200.474 (Transportation Costs)
 2 C.F.R. § 200.475 (Travel Costs)
 2 C.F.R. § 200.513 (Responsibilities)
 2 C.F.R. § 200.521 (Management Decisions)
 45 C.F.R. § 75.2 (Definitions)
 45 C.F.R. § 75.317 (Insurance Coverage)
 45 C.F.R. § 75.320 (Equipment)
 48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

MSBA/MASA Model Policy 210 (Conflict of Interest-School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources:

Minnesota Department of Education (MDE): [Procurement Handbook](#) [January 8, 2025] (accessed 01/07/26)
MDE: [Competitive Proposal Method](#) [April 2020] (accessed 01/07/26)
Office of Management and Budget: [OMB Guidance for Federal Financial Assistance \(Uniform Guidance\)](#) (accessed 02/20/26)
U.S. DOE: [Education Department General Administrative Regulations \(EDGAR\) and Other Applicable Grant Regulations](#) (accessed 01/09/26)
U.S. DOE: [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) (accessed 01/09/26)

Adopted: _____

MSBA/MASA Model Policy 806

Orig. 1999

Revised: _____

Rev. 2026

806 CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures

for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section 121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner. See Resources below. ~~(as of June 4, 2024, a response plan is not yet available.)~~]

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building’s crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be

willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area

where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[NOTE: Evacuation areas at least fifty (50) feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider

an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of

emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
- 4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
- 5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

- 1. accessible;
- 2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
- 3. culturally aware;
- 4. trauma-informed; and
- 5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

- 1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours

in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for

schools, including but not limited to:

- a. student opportunities for leadership related to prevention and safety;
- b. encouragement and support to students in establishing clubs and programs focused on safety; and
- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats

- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings pursuant to the school district's. See MSBA/MASA Model Policy 903 ~~(Visitors to School District Buildings and Sites policy).~~

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power

plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Resources: MDE: [Model Cardiac Emergency Response Plan](#) [Rev. 11/25] (accessed 03/10/26)
MN Department of Public Safety: [School Safety Resources](#) (accessed 03/10/26)

[NOTE: The Minnesota Department of Public Safety has the following on its website:

Comprehensive school safety guide

The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at [SchoolSafety.gov](#). Their [Foundation Elements of School Safety](#) can serve as a helpful framework for your planning efforts.]

U.S. Department of Education: [Practical Information on Crisis Planning: A Guide for Schools and Communities](#) [January 2007] (accessed 03/10/26)
I Love U Guys Foundation, [Standard Response Protocol](#) (accessed 03/10/26)
[Safe and Sound Schools](#) (accessed 03/10/26)



Model Cardiac Emergency Response Plan

For Schools

Date of Revision: November 1, 2025

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School Health Services

Minnesota Department of Education
Equity, Diversity, and Inclusion Center
Healthy and Supportive Schools Team
Crisis Management Team

Minnesota Department of Health
Maternal and Child Health Section
Adolescent and School Health Unit
School Health Services

American Heart Association - Minnesota
Eagan, MN

Project ADAM Minnesota
The Children's Heart Clinic / Children's Minnesota

Introduction

The American Heart Association (AHA) reports more than 350,000 cardiac arrests occurring each year outside of the hospital settingⁱ. For children and adolescents under the age of 18 years old, an estimated 7,000 to 23,000 deaths occur each year due to a sudden cardiac arrest (SCA), with SCA becoming the leading medical cause of death in student athletes^{i, ii, iii}. Evidence has shown survival rates for a SCA event more than doubles with rapid initiation of cardiopulmonary resuscitation (CPR) and automated external defibrillation^{iv, v}.

In accordance with [Minnesota Statutes 2025, section 121A.035](#), the Minnesota Department of Education (MDE) developed this model cardiac emergency response plan (CERP) to support school districts and charter schools in adopting a written and practiced protocol for the preparation of and response to cardiac emergencies in schools and school sponsored events. This plan provides general guidance and best practices and can be adopted for use with a building-specific crisis management plan for emergency medical response.

This model CERP is the result of a collaborative effort between MDE's Equity, Diversity, and Inclusion Center, the Minnesota Department of Health, the American Heart Association-Minnesota, and Project ADAM Minnesota-The Children's Heart Clinic/Children's Minnesota.

Beginning in the 2026-2027 school year, a new requirement for school districts and charter schools goes into place for developing a cardiac emergency response plan as detailed in [Minnesota Statutes 2025, section 121A.241](#). It is recommended that the plan be developed cooperatively with school administrators, school nurses, activities director, athletic trainer, teachers, students, caregivers, community members, emergency medical responders, and any other appropriate persons or organizations. The school district should ensure that local emergency responders have access to the school district's building-specific crisis management plans which should include the school's CERP for responding to a SCA event. It is required that each school establish a cardiac emergency response team (CERT) and provide for annual cardiac emergency response plan drills for school staff and students, so they are prepared to assist in the event of a cardiac emergency.

The following procedures recommended in this model plan provide detailed guidance to schools for responding to a SCA through a written and practiced CERP. The model plan outlines key considerations to ensure a timely response that is comprehensive and includes forming a team prepared in leading the response for cardiac emergencies; automated external defibrillator (AED) procurement, maintenance, and registry; recommendations for staff training and certification; annual review and evaluation of the plan; and a protocol for cardiac emergency response.

This model CERP is intended to guide school districts and charter schools in developing and implementing a written and practiced plan that establishes specific steps to reduce death from cardiac arrest in a school setting. Local medical and legal counsel for the school district should review the CERP prior to implementation to ensure the plan as adopted is consistent with local, state, and federal law.



Model Cardiac Emergency Response Plan

School District Name

Date Adopted by School Board

Date Revised

Purpose

The model cardiac emergency response plan (CERP) was developed to provide Minnesota schools districts and charter schools with a comprehensive strategy for the preparation of and response to cardiac emergencies in the school setting in accordance with [Minnesota Statutes 2025, 121A.035 Crisis Management Policy](#) and [Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan](#).

This adopted CERP should be included in a building level crisis management plan under crisis-specific procedures. Procedures for responding to cardiac emergencies may be adopted through the model CERP. After approval by the school board, an adopted plan will become an addendum to the crisis management policy. Schools should reference any school board policies guiding the handling of medical emergencies on school district property within the building's written CERP.

List of Abbreviations

Abbreviations	Definitions
AED	automated external defibrillator
CERP	cardiac emergency response plan
CERT	cardiac emergency response team
CPR	cardiopulmonary resuscitation
EMS	emergency medical services
SCA	sudden cardiac arrest

Definition of Sudden Cardiac Arrest

The American Heart Association (AHA) defines sudden cardiac arrest (SCA) as a sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm in persons who may or may not have been diagnosed with a heart condition. When the heart beats abnormally it affects its ability to pump blood which may lead to cardiac arrest^{vi}. Without immediate response and treatment, the person may lose consciousness and collapse, leading to death within minutes.

Signs of sudden cardiac arrest may include one or more of the following:

- Not moving, unresponsive, or unconscious
- Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
- Seizure or convulsion-like movements

It is important to note that SCA may also occur when a person collapses shortly following a firm, sudden, direct hit to the chest.

Forming a Cardiac Emergency Response Team

School districts and charter schools are encouraged to designate one or more staff members as the CERP Coordinator(s) to support the overall development, implementation, and evaluation of a written and practiced plan for cardiac emergencies on school grounds.

The school administrator in each building will select a cardiac emergency response team (CERT) that will be trained to respond to emergency medical situations. This team should include members that are available and willing adults, preferably certified in CPR and AED use, who are responsible for developing, implementing, and annually reviewing the school's adopted CERP.

School administrators may consider including school nurses, physical education teachers, activities director, athletic trainers, coaches, staff overseeing recess, and any other staff who are present before, during, or after the school day. While this team leads the emergency medical response, it is important that all school staff are familiar with the CERP and their role in responding to a cardiac emergency. As an example, any staff member who witnesses a person unexpectedly collapse should know how to recognize a cardiac arrest, initiate a building's emergency medical response, call 9-1-1 to activate emergency medical services (EMS), and where the AEDs are located inside and outside of the building.

Additional Considerations

To ensure a timely response, it is recommended that schools consider building CERTs with enough staff members to account for periodic absences and staff turnover. CERT members will be required to step away from their regular job duties to assist in a cardiac emergency and consideration should be given for classroom coverage in those instances. (Best practice recommendations suggest that at least five people or 10% of overall school staff, 50% of coaches, and 50% of physical educators should hold current CPR/AED certification^{vi}.)

In addition to establishing team roles and responsibilities, communication is a critical component in the team's efficient emergency response. CERTs should determine a communication plan that includes two-way communication covering all areas of the school's campus, both inside and outside the facility. The communication plan should clearly state how staff members activate the CERT and local EMS. Additional considerations should be given for how all CERT members will be alerted in a consistent manner using overhead page, two-way radio, phone, or other communication device.

Members of this school building's Cardiac Emergency Response Team are listed below:

Cardiac Emergency Response Team

Staff Name	CPR/AED Certification Date

Automated External Defibrillator Equipment

Automated external defibrillators (AEDs) are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore a normal rhythm. AEDs are lifesaving devices designed to be easy to use with visual and audio guidance.

Procurement

When school districts or charter schools look to procure AEDs, several options may be considered to best meet the school's needs and budget. Options may include, but are not limited to, the following: direct purchase from manufacturers, medical supply distributors, government grants and funding, partnerships with local hospitals or health organizations, fundraising and community donations, nonprofit organizations, bulk purchasing through education cooperatives or consortiums, or online retailers. Best practice recommendations include purchasing

AEDs and AED accessories that have received premarket approval from the [U.S. Food & Drug Administration \(FDA\)](#).

Placement

AEDs should be stored in an unlocked case and ensure accessibility for people of all abilities with installation in high traffic areas of the school building like cafeterias and gymnasiums. The device's readiness indicator should be facing outward and visible with signage that clearly indicates the location of the device with AED use instructions available in languages relevant to the school community. The American Heart Association recommends, and Minnesota state law requires, that schools place AEDs in accessible locations throughout the campus to allow for retrieval and delivery to the scene ideally within 3 minutes of being notified of a potential cardiac emergency ^{vi}. Minnesota Statutes 2025, section 121A.241, subdivision 2(2).

School districts and charter schools must address how school staff will respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds. Minnesota Statutes 2025 , section 121A.241, subdivision 2(7). The plan should provide for AED availability at athletic practices and events. For larger campuses, schools may consider climate-controlled AEDs to be mounted outside near athletic fields.

It is best practice for schools to have adult and pediatric pads available in each case for use if needed. If pediatric pads are not available, adult AED pads may be used ^{vi}. Considerations should also be given for including additional items like latex-free gloves, razor, scissors, and a CPR barrier mask.

The CERP protocol should include a site map with AED locations both inside and outside of buildings.

Maintenance

Schools should consult with their district's health and safety or facilities team to determine best practices for proper installation and maintenance of AEDs, including a process for documenting regular safety checks to verify expiration dates for the device's pads and batteries and to ensure the device is functioning properly. District and charter school teams should determine staff roles and responsibilities for the routine monitoring and tracking of proper function and maintenance of the equipment. Minnesota Statutes 2025, section 121A.241, subdivision 2(3).

Registry

[Minnesota Statutes 2025, section 403.51](#), states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. School districts and charter schools can register their public access AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at [PulsePoint AED](#). Questions regarding AED registry can be directed to the PulsePoint Support Team at support@pulsepoint.org.

Schools are advised to consult with their district legal counsel to assess the applicability of Minnesota Statutes 2025, section 403.51, subdivision 1, paragraph (e), in relation to the placement and visibility of AEDs within their facilities.

Communication of the Cardiac Emergency Response Plan

The school's adopted CERP should be distributed broadly as a part of the building's overall crisis management plan to all staff and relevant local emergency responders at the start of each school year. Minnesota Statutes 2025, section 121A.241, subdivision 2(4). School administrators may designate a CERT member as the person responsible for the updating and distribution of the CERP.

The American Heart Association recommends that the CERP protocol be posted near the AEDs and in classrooms, cafeterias, gymnasiums, restrooms, health offices, breakroom spaces, and in main offices ^{i, vi}.

Integration of Local Emergency Medical Services with the School Plan

School administrators and CERT members should develop and implement the CERP in cooperation with relevant local emergency responders, school district health and safety officials, school nurses, athletic staff, and other members of the school or community medical team. The adopted CERP with locations of onsite AEDs should be provided, along with facility diagrams and site plans to first responders, as requested. Minnesota Statutes 2025, section 121A.241, subdivision 2(4).

Training for CPR and AED Use

To effectively respond to cardiac emergencies, school districts and charter schools should include clear procedures for CPR and AED training and certification within the response plan. As a best practice, all school staff and coaches should review the school's CERP annually and be encouraged to learn Hands-Only CPR and AED use. These efforts ensure a coordinated and rapid response to cardiac emergencies within the school setting.

CPR training

Training is the educational process of learning how to recognize sudden cardiac arrest, perform chest compressions (Hands-Only CPR), and use an AED. School staff and coaches are encouraged to participate in annual CPR and AED education to strengthen school-wide readiness and ensure a timely response that meets CERT roles of CPR initiation, AED retrieval, and 911 notification. Annual training should include review of the CERP, recognizing the signs of cardiac arrest, understanding how to initiate the emergency response team, and knowledge of where AEDs are located inside and outside the building ^{i, vi}.

CPR certification

Certification formally recognizes a person's proficiency in performing CPR and AED use. Certification is obtained through a nationally recognized organization, such as the American Heart Association, the American Red Cross, among others, and includes written and in-person hands-on testing. Schools should strongly consider CPR and AED certification for CERT members and renew certification at least every two years to maintain competency. Certification is also recommended for coaches and others who regularly supervise student physical activity.

Nationally recognized cardiovascular care organizations offer certification courses in traditional classroom settings and blended formats that combine online learning with in-person practice and testing.

Practice Drill for Cardiac Emergency Response

Developing and implementing a written and practiced CERP in schools is critical for saving lives and ensures a coordinated and timely response for cardiac emergencies. Research shows that having a CERP in place and conducting regular practice drills can increase a person's chance of survival to 70% compared to less than 10% without such practice ^{vii}.

For schools to be fully prepared to respond to a cardiac emergency, annual drills for school staff and students should be incorporated into the CERP ^{i, iii, vi}. Minnesota Statutes 2025, section 121A.241, subdivision 2(5). The American Heart Association describes a successful cardiac emergency response drill as full completion of the CERP protocol in 5 minutes or less. Schools should perform at least one drill annually, while two or more are recommended by the AHA, noting that one of the drills may include a tabletop exercise with participation of CERT members and school staff ^{vi}. The drills allow the response team time to practice key elements of the plan including effective communication, availability of CPR/AED certified responders, identification of roles and responsibilities, access to AEDs, and coordination with onsite and community medical responders.

Practice drills should be included in a building level crisis management plan under crisis-specific procedures for cardiac emergencies.

Annual Review of the Plan

School Boards are required to conduct an annual review and evaluation of the CERP, focusing on ways to improve the effectiveness of the plan. Minnesota Statutes 2025, section 121A.241, subdivision 2(6). This evaluation may include post-event feedback from after-action reviews. Annually, the District's CERP Coordinator(s) and building CERT members should review and update the CERP based on current evidence-based best practices for responding to a cardiac emergency.

Protocol for Cardiac Emergency Response

Although most school staff do not have a background in the medical field, it is possible that a situation will arise that requires quick action from staff to successfully respond to a medical emergency. This protocol provides step-by-step guidance that all staff can follow in an event of a cardiac emergency. Immediate action is critical when responding to a sudden cardiac arrest event. Schools should identify the closest medical facility that is equipped in advanced cardiac care and considerations may be given to obtaining on-site ambulance coverage for higher-risk athletic events.

Scenario: A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all), and may begin to show seizure-like movements or convulsions. You need to take immediate action.

1. Recognize signs of SCA (may include one or more of the following).
 - a. Not moving, unresponsive, or unconscious
 - b. Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
 - c. Seizure or convulsion-like movements
2. The first school staff to observe the unresponsive person calls 9-1-1 or designates another adult to call 9-1-1.
 - a. Provide school building address
 - b. Explain person's condition/symptoms
 - c. Listen carefully to the dispatcher for additional guidance
 - d. Stay on the line and answer dispatcher questions
3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the communication plan outlined in the CERP. Use a calm, clear voice to call the office and state, ***"There is a cardiac emergency in [name specific location within the building] and 911 has been called."***
4. The school staff that finds the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.
5. The first staff member at the scene of the emergency should start CPR (Hands-Only CPR if not CPR certified is an effective response and increases chance of survival until a CERT member or EMS arrive on scene)
 - a. Place the person on their back on a firm flat surface.
 - b. Using 2-hands place the heel of one hand in the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.
 - c. 100-120 compressions per minute, allowing the chest to rise fully between compressions.
 - d. If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.
 - e. Continue compressions until help arrives.
6. School administrators or office staff should follow communication procedures within the crisis management plan for placing the school in a **"hold"** for medical emergency, and alert CERT using a two-way communication system to the location of the medical emergency.
7. CERT members should report to the emergency location and respond based on roles and responsibilities assigned, ensuring CPR certified staff remain on scene and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.
8. When the AED arrives, turn the device on immediately.

9. Follow the AED's visual and audio prompts for pad placement and shock advisement. Note: the AED will only deliver electrical shocks if advised by the device. Continue CPR, rotating staff doing chest compressions as needed, until the person becomes responsive, or EMS takes over.
10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
11. A CERT member should be designated to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person's condition when care was transferred to EMS.
12. Following the communication procedures outlined in the building's crisis management plan, a school administrator or office staff should notify emergency contacts for the unresponsive person.
13. Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event as well as retrieval of data from the AED to determine proper treatment. EMS personnel may request that the school send the AED with the person to the hospital. Schools should have a plan for returning the AED back to campus.
14. CERT members should allow for time following the event to debrief the outcome of the cardiac emergency and complete an after-action review to identify successes and areas for improving future emergency medical response, updating plans and protocols accordingly. School boards are required to annually review and evaluate the effectiveness of the plan.
15. Develop a plan for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan may include staff support through the Employee Assistance Program (EAP) or the Regional Crisis Response Team ([MDE Model Crisis Management Policy, 2024](#)). Staff may also engage with school-employed mental health professionals to evaluate post-event trauma and identify students who may need additional care and support following the emergency event.

CPR and AED Instruction for Secondary Students

School districts must provide onetime cardiopulmonary resuscitation and automatic external defibrillator instruction as part of their grade 7 to 12 curriculum for all students in that grade beginning in the 2014-15 school year and later. Training and instruction under this section need not result in cardiopulmonary resuscitation certification. Minnesota Statutes 2025, section 120B.236a.

Legal References

Minnesota Statutes 2025, section 121A.241 [Cardiac Emergency Response Plan](#)

Minnesota Statutes 2025, section 120B.236 [Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction](#)

Minnesota Statutes 2025, section 121A.035 [Crisis Management Policy](#)

Minnesota Statutes 2025, section 403.51 [Automatic External Defibrillation; Registration](#)

Minnesota Statutes 2025, section 604A.01 [Good Samaritan Law](#)

Appendices

Appendix A: Resources for Schools

Table 1: Available resources for schools implementing a cardiac emergency response plan.

Organization	Provided Resource	Web Address
American Heart Association	Implementation guide to assist with developing action plans, practice drills, and evaluation materials including a school checklist	https://cpr.heart.org/en/training-programs/cardiac-emergency-response-plan-cerp
Project ADAM Minnesota	Free assistance in creation and implementation of a practiced CERP	https://www.childrensmn.org/services/care-specialties-departments/cardiovascular-program/conditions-and-services/project-adam/
Parent Heart Watch	Toolkit templates and trainings for school and athletic staff, and programs providing AEDs to schools	https://parentheartwatch.org/resources/sca-prevention/cardiac-emergency-response-plan/ https://parentheartwatch.org/programs/get-charged-up/
Sudden Cardiac Arrest Foundation	National funding resources for AEDs and school-based CPR/AED education programs	https://www.sca-aware.org/campus/funding-sources-for-schools

Appendix B: Planning and Evaluation of the CERP Program

Project ADAM resources. Adapted from Project ADAM National resources; for additional resources please visit www.projectadam.com/Heartsafeschools.

- [CERP Program Checklist](#)
- [Building a Cardiac Emergency Response Team](#)
- [Choosing an AED](#)
- [AED Location: Placement Assessment](#)
- [AED Maintenance Log](#)
- [Drill Checklist](#)
- [How to Plan and Execute a Cardiac Emergency Response Drill](#)
- [Incident AED Report Form](#)
- [Post Sudden Cardiac Arrest \(SCA\) Incident Debriefing](#)

ⁱ American Heart Association. (2023). *Cardiac emergency response planning for schools: A policy statement 2023*. <https://www.heart.org/-/media/Files/About-Us/Policy-Research/Policy-Positions/CPR-and-AED/Cardiac-Emergency-Planning-for-Schools.pdf>

ⁱⁱ Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. S., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Incidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Association athletes: A decade in review. *Circulation*, 132(1), 10-19. <https://doi.org/10.1161/CIRCULATIONAHA.115.015431>

ⁱⁱⁱ Parent Heart Watch. (2023). *Out-of-hospital cardiac arrest in youth. Estimated from various sources*. <https://parentheartwatch.org/resources/incidence-of-sca-in-youth/>

^{iv} Sasson, C., Rogers, M. A., Dahl, J., Kellermann, A. L. (2010). Predictors of survival from out-of-hospital cardiac arrest: A systematic review and meta-analysis. *Circ Cardiovasc Qual Outcomes*, 3(1):63-81. <https://doi.org/10.1161/circoutcomes.109.889576>

^v Weisfeldt, M. L., Sitlani, C. M., Ornato, J. P., Rea, T., Aufderheide, T. P., Davis, D., Dreyer, J., Hess, E. P., Jui, J., Maloney, J., Sopko, G., Powell, J., Nichol, G., Morrison, L. J., & ROC Investigators (2010). Survival after application of automatic external defibrillators before arrival of the emergency medical system: Evaluation in the resuscitation outcomes consortium population of 21 million. *Journal of the American College of Cardiology*, 55(16), 1713–1720. <https://doi.org/10.1016/j.jacc.2009.11.077>

^{vi} American Heart Association. (2025). *Cardiac emergency response plan and protocol*. https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-and-Protocol042025.pdf?sc_lang=en

^{vii} Evans S, Legg M. (2024). Cardiac emergency response plan: Is your school prepared? *NASN School Nurse*, 39(4):175-180. <https://doi.org/10.1177/1942602X231201087>

Adopted: _____

MSBA/MASA Model Policy 722

Orig. 2017

Revised: _____

Rev. 2026

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[NOTE: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. Confidential Data on Individuals

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

B. Data on Individuals

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

C. Data Practices Compliance Officer

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

D. Government Data

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

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 13D.02, subdivision 8, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of

parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

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

G. Not Public Data

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

H. Nonpublic Data

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

I. Private Data on Individuals

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

J. Protected Nonpublic Data

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

K. Public Data

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

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

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

O. Summary Data

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

IV. REQUESTS FOR PUBLIC DATA

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

1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

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

1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

~~[NOTE: The 2025 Minnesota legislature enacted Subparagraph C.]~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA ~~BY~~ABOUT AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within ~~thirty~~ (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

- H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

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

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

VIII. COSTS

- A. Public Data
 - 1. The school district will charge for copies provided as follows:

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

[NOTE: The district should identify the payment methods that it will accept.]

B. Summary Data

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

C. Data Belonging to an Individual Subject

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

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

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

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

IX. Safe at Home Participants and Data Privacy

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

- A. refuse to provide education services to an individual;
- B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or
- C. otherwise discriminate against an individual.

X. Annual Review and Posting

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

Data Practices Contacts

Responsible Authority:

All data requests and data practices questions shall be directed to the Superintendent, who serves as the District's Responsible Authority and Data Practices Compliance Official. If the Superintendent is unavailable, requests may be directed to Human Resources as the District's designated backup contact. If the request, concern, complaint, or report directly involves the Superintendent, the matter should be directed to the School Board Chair. Contact information for the Superintendent, Human Resources, and School Board members is available on the District website.

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

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

Resources: MN Department of Administration: [*Actual Cost*](#)
MN Department of Administration: [*Copy Costs*](#)
MN Department of Administration: [*Education Data*](#)

Becker Public Schools Substitute Teacher Pay Structure

Short-Call Substitute:

Definition: A short call substitute teacher is one who teaches on a day-to-day basis, not to exceed 20 consecutive days replacing the same teacher. A short call substitute teacher shall hold a Minnesota license or short call substitute license. These licenses are valid for functioning as a short call substitute teacher at all grade levels in all fields.

Daily Rate of Pay: Short call substitutes who work 720+ hours ~~90+ full days~~ in a school year, will move to the Tier 2 sub rate in the subsequent school year. If that sub does not work 720+ hours ~~90 full+ days~~ in that subsequent school year, they will move back to Tier 1 rate in the following year.

For example, at the end of each school year, the District will run a report on how many hours ~~full days~~ each sub worked. This number will determine which Tier that sub will be paid in the subsequent school year.

- **Tier 1:** \$180/day
 - First year subs
 - Subs who did not work 720+ hours ~~90+ full days~~ in the previous school year (~~partial days do not count towards the 90 day requirement~~)
- **Tier 2:** \$200/day
 - Retired Teachers
 - Teachers who did not retire from Becker Public Schools must provide the HR office with documentation stating the school district they retired from, prior to receiving the Tier 2 pay.
 - Subs who worked 720+ hours ~~90+ full days~~ in the previous school year (~~partial days do not count towards the 90 day requirement~~)

Other Benefits: Will receive 1 hour of Earned Sick and Safe Time time for every 30 hours worked.

Long-Call Substitute:

Definition: A long-call substitute teacher is one who replaces the same teacher for 21 or more consecutive days. In most cases, these subs would apply for an open long-call substitute position and be responsible for grading, lesson planning, etc. An exception to the consecutive days would be if the position is for an approved intermittent leave of absence for a single teacher, and will last for more than 21 days. The sub would receive the long-call sub rate only when subbing for the teacher on the intermittent leave of absence.

If the long-call substitute is absent for more than 5% of the days in their assignment, and/or they no longer reach the 21+ days required for the long-call substitute pay, their pay may be adjusted to the short-call sub rate.

Long-call substitute teachers shall hold an entrance or continuing license for each licensure area taught or a variance must be approved by the Department of Education.

Daily Rate of Pay:

- Placed on Salary Schedule at BA + years of experience
 - Assigned to the same teacher for 21+ days

Other Benefits: Will receive a prorated amount of paid sick leave and personal leave, based on the BEA agreement terms.

Long-Term Substitute:

Definition: Subs who are assigned to a single teacher for the entire school year.

Daily Rate of Pay:

- Placed on the salary schedule with steps/lanes.

Other Benefits:

- Eligible for time-off, insurance benefits, etc., according to the Master Agreement.

**If a substitute begins an assignment as a daily sub and the assignment is extended due to a change in an approved leave, or another circumstance, that teacher will receive retro pay back to day 1 for any additional compensation owed to the teacher.*