Independent School District #146
Regular School Board Meeting
7:00 PM on March 16, 2026
Barnesville High School
302 3rd Street South
Barnesville, MN 56514

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approval of Agenda
5. Approval of Minutes 2

Regular School Board Meeting
Monday, February 23, 2026 7:00 PM Central

Barnesville High School
302 3rd Street South
Barnesville, MN 56514

1. Call to Order

2. Roll Call

Jeremy Cossette: Absent
Marla Field: Present
Crystal Henderson: Present
Sara Hough: Present
Andrew Maier: Present
Josh Schroeder: Present
Jacob Thompson: Present

Present: 6, Absent 1

Dr. Jon Ellerbusch - Superintendent: Present
Mr. Bryan Strand - HS Principal: Present
Mr. Todd Henrickson - Elementary Principal: Present
Mr. Aaron Schindler - Director of Student Activities and Community Education Coordinator: Present
Ms. Jodi Samuelson - Finance Officer: Present

Guests Present: Chandra Buck, Chris Messer, Carrie Jenkins, Tonya Stokka, Nathan Stokka, Brynn Stokka

3. Pledge of Allegiance

4. Approval of Agenda
Vote to approve the agenda as presented/amended. This motion, made by Josh Schroeder and seconded by Andrew Maier, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

5. Approval of Minutes
Vote to approve the minutes of the special and regular school board meetings on January 26, 2026 as presented/amended. This motion, made by Marla Field and seconded by Sara Hough, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

6. Claims, Accounts and Financial
Vote to approve claims, wires and all other financial reports as presented. This motion, made by Marla Field and seconded by Andrew Maier, Passed.

Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

7. Appreciation, Recognition and Presentations

7.A. Community Track Meet Proposal

8. Recognition of Citizens for Input Purposes

9. Reports/News

9.A. High School Principal's Report

9.B. Elementary Principal's Report

9.C. Director of Student Activities and Community Education Coordinator's Report

9.D. Superintendent's Report

9.E. Board Committee Reports

10. Removal of Consent Items for Discussion

11. Approval of Consent Items
Vote to approve the consent agenda items as presented/amended. This motion, made by Josh Schroeder and seconded by Jacob Thompson, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

11.A. Personnel

11.A.1) Lane Change for Amber Blilie from MA to MA + 10

11.A.2) Julie Boom as Youth Softball Coordinator for Summer 2026

11.A.3) Phil Trowbridge as Youth Baseball Coordinator for Summer 2026

11.A.4) Tori Pahl as JV Softball Coach for the 2026 Season

11.A.5) Kraig Archambeau as Volunteer Softball Coach for Spring 2026 Season

11.A.6) Jaida Bontjes as Volunteer Softball Coach for Spring 2026 Season

11.A.7) Lexi Bolgrean as Volunteer Softball Coach for Spring 2026 Season

11.A.8) Shane Sigler as Volunteer Softball Coach for Spring 2026 Season

11.A.9) Alison Willers as Volunteer Softball Coach for Spring 2026 Season

11.A.10) Maizey Berg as a Volunteer Track and Field Coach for the 2026 Season

11.A.11) Bill Gottenborg as a Volunteer Track and Field Coach for the 2026 Season

11.A.12) Shawn Paschke as a Volunteer Track and Field Coach for the 2026 Season

11.A.13) Joe Westbrock as a Volunteer Track and Field Coach for the 2026 Season

11.A.14) Andrew Ehlert as Volunteer baseball Coach for Spring 2026 Season

11.A.15) Kyle Ness as Volunteer Baseball Coach for Spring 2026 Season

11.B. Donations

11.B.1) $2,000 from Barnesville PTO for Summer Field Trips

11.B.2) $1,000 from Midwest Bank for Summer Field Trips

11.B.3) $100 from Kyle Van Dyke for Summer Field Trips

11.B.4) $500 from Barnesville PTO for 6th Grade Field Trip

11.B.5) $1,850 from Barnesville PTO for Ski Trip Meals

11.B.6) $109 from Barnesville Dean's Bulk Service for Staff Development Day Meals

11.B.7) $200 from Barnesville PTO for Staff Development Day Meals

11.B.8) $393.75 from Midwest Bank for Staff Development Day Meals

11.B.9) $100 from Anonymous for Preschool Transportation & Learning Needs/Supplies

11.B.10) $250 from Barnesville Knights of Columbus for Preschool Transportation and Learning Needs/Supplies

11.B.11) $200 from Dobmeier Funeral Home for Preschool Transportation & Learning Needs/Supplies

11.B.12) $200 from Willow Creek Insurance Agency for Preschool Transportation & Learning Needs/Supplies

11.B.13) $20 from Mark Harrom for Preschool Transportation and Learning Needs/Supplies

11.B.14) $20 from Cindy and Dale Rollie for Preschool Transportation and Learning Needs/Supplies

11.B.15) $500 from Scheel's for Preschool Transportation & Learning Needs/Supplies

11.B.16) $50 from Barnesville Literary League for the High School Library

11.B.17) $50 from Tom & Kathy Askegaard in Memory of Dawn Stuvland and Jane Feigum for the PAC

12. New Business

12.A. Resolution Authorizing the Sale of Vacant Land to Red River Communications
Vote to approve the Resolution Authorizing the Sale of Vacant Land to Red River Communications for the purchase price of $25,000, as presented, and to authorize the Superintendent, Board Chair, and Clerk to execute the Purchase Agreement and related documents necessary to complete the transaction. This motion, made by Andrew Maier and seconded by Josh Schroeder, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.B. MSBA Strategic Planning Services
Vote to approve entering into an agreement with the Minnesota School Boards Association to provide strategic planning services to the district, in accordance with the proposal presented. This motion, made by Josh Schroeder and seconded by Sara Hough, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.C. Madison National Life Insurance Company, Inc. Renewal through National Insurance Services
Vote to approve the renewal of life insurance coverage through Madison National Life Insurance Company, Inc., administered by National Insurance Services, for the period of July 1, 2026, through June 30, 2027. This motion, made by Sara Hough and seconded by Andrew Maier, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.D. Items for Remaining Voter Approved Authority
Vote to approve presented list of items using dollars made available by remaining voter approved authority. This motion, made by Andrew Maier and seconded by Crystal Henderson, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.E. Community Track Meet
Vote to approve hosting a Community Track Meet on April 25 at the Barnesville High School track, organized in partnership with the Leadership Barnesville program through the City of Barnesville and the EDA, in coordination with the Barnesville boys and girls track programs, with proceeds to benefit the Barnesville track program. Administration is authorized to work with the District's insurance carrier to determine appropriate liability coverage and to implement any recommended waiver or risk-management procedures for adult participants. This motion, made by Marla Field and seconded by Sara Hough, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

13. First Reading of Policies

14. Second Reading of Policies

15. Approval of Policies
Approve policies. This motion, made by Marla Field and seconded by Jacob Thompson, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

16. Discussion/Information

16.A. Schedule Finance Committee Meeting – FY27 Financial Projections

16.B. 15-Minute Listening Session for All Employees

17. Enrollment Update

18. Dates to Remember

18.A. Regular School Board Meeting

18.A.1) Monday, March 16, 2026, 7:00 PM, Barnesville High School

19. Adjournment
Vote to adjourn the meeting at 8:14 PM. This motion, made by Marla Field and seconded by Sara Hough, Passed.
Jeremy Cossette: Absent, Marla Field: Yea, Crystal Henderson: Yea, Sara Hough: Yea, Andrew Maier: Yea, Josh Schroeder: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

6. Claims, Accounts and Financial 8

TREASURER'S REPORT

		2025-26	2024-25
Book Balance 2/1/2026		$662,457.11	$582,892.03
Receipts			
2/2/2026	4,586.03		
2/3/2026	82,783.78		
2/4/2026	2,838.91		
2/5/2026	5,029.91		
2/6/2026	4,763.75		
2/9/2026	3,142.92		
2/10/2026	1,982.00		
2/11/2026	4,331.63		
2/12/2026	595.25		
2/13/2026	142,436.64		
2/17/2026	3,782.16		
2/18/2026	3,733.97		
2/19/2026	538.37		
2/20/2026	2,830.90		
2/23/2026	462.02		
2/24/2026	752,188.84		
2/25/2026	733.09		
2/26/2026	10,491.92		
2/27/2026	2,455.87		
	0.00		
Net In Transit	(127.00)	$1,029,580.96	$479,600.28
		$1,692,038.07	$1,062,492.31
Disbursements		$1,169,778.67	$1,101,183.08
Book Balance	2/28/2026	$522,259.40	($38,690.77)
Student Activities		$227,256.78	$191,258.09
MSDLAF Investment		$4,636,708.26	$5,323,804.46
Midwest Money Market		$704,757.49	$681,840.13
Actual Balance		$6,090,981.93	$6,158,211.91

FUND	BEGINNING BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE		BALANCE	
General	$4,653,007.36	$1,526,958.22	$1,570,747.43	$4,609,218.15	*	$4,205,325.62	^
Student Activities	$216,430.13	$31,868.51	$21,041.86	$227,256.78		$191,258.09	
Food Service	$140,243.77	$72,002.17	$66,468.50	$145,777.44		$204,853.01	
Community Service	($151,741.94)	$26,776.47	$27,473.05	($152,438.52)		($125,459.42)	
Building Construction	$1,029,880.95	$2,879.08	$0.00	$1,032,760.03		$1,434,168.44	
Debt Service	$194,719.63	$33,688.42	$0.00	$228,408.05		$248,066.17	
Total	$6,082,539.90	$1,694,172.87	$1,685,730.84	$6,090,981.93		$6,158,211.91	

* General Fund balance includes $1,984,607 of restricted/committed funds.

^ General Fund balance includes $1,865,585 of restricted/committed funds.

Minnesota School District Liquid Asset Fund Plus
February 2026

Max Account	$2,572,924.88
Liquid Account	$74,023.35
2023 Bond Proceeds	$1,032,760.03
Certificate of Deposit	$957,000.00

Investment Date	Institution	Maturity Date	Rate	Investment Amount	Value at Maturity
None					
6/11/2025	Mission National Bank, CA	6/11/2026	4.40%	$239,000.00	$249,516.00
8/1/2025	Solera National Bank, CO	8/3/2026	4.48%	$239,000.00	$249,765.87
10/27/2025	Gbank, Las Vegas, NV	10/27/2026	3.95%	$240,000.00	$249,840.00
4/7/2025	Bank of China, NY	4/7/2026	4.40%	$239,000.00	$249,516.00

Total Minnesota School District Liquid Asset Fund Plus	$4,636,708.26

Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending February 28, 2026

Sequence: Fd, O/S

B26

	Description	Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01	General Fund					FY25		
001	Levies	(1,382,550.00)	(28,151.97)	(890,443.26)	64%	0.00	64%	(492,106.74)
004	Tax Increment Finance Revenue	(2,000.00)	0.00	(1,626.78)	81%	0.00	81%	(373.22)
010	County Apport	(22,490.00)	(8,310.79)	(29,805.07)	133%	0.00	133%	7,315.07
019	Misc Local	(20,810.00)	(124.67)	(5,258.56)	25%	0.00	25%	(15,551.44)
021	Revenue from MN Dist	(60,000.00)	0.00	(94,214.91)	157%	0.00	157%	34,214.91
050	Fees from Patrons	(78,150.00)	(1,085.00)	(66,215.00)	85%	0.00	85%	(11,935.00)
060	Student Activity	(121,700.00)	(8,289.00)	(80,919.42)	66%	0.00	66%	(40,780.58)
061	Entry Fee	(9,500.00)	0.00	(3,880.00)	41%	0.00	41%	(5,620.00)
071	Med Assist Fr Dept of HS	(75,000.00)	(408.56)	(4,675.72)	6%	0.00	6%	(70,324.28)
092	Interest	(102,000.00)	(9,311.52)	(117,602.68)	115%	0.00	115%	15,602.68
093	Rent Facilities	(13,000.00)	(1,873.75)	(2,038.75)	16%	0.00	16%	(10,961.25)
096	Gifts/Bequests	(29,000.00)	(350.00)	(4,270.00)	15%	0.00	15%	(24,730.00)
099	Misc Revene	(45,230.00)	(1,086.03)	(93,376.71)	206%	0.00	206%	48,146.71
201	Endowment Fund Appr	(60,450.00)	0.00	(32,052.27)	53%	0.00	53%	(28,397.73)
211	Foundation Aid	(8,031,640.00)	(930,877.41)	(4,236,303.50)	53%	0.00	53%	(3,795,336.50)
227	Abatement	(1,430.00)	0.00	0.00	0%	0.00	0%	(1,430.00)
229	Disparity Reduction	(50.00)	0.00	(200.90)	402%	0.00	402%	150.90
234	Hmstd/Ag Market Value Credit	(4,110.00)	0.00	581.00	(14%)	0.00	(14%)	(4,691.00)
300	State & Grants	(179,650.00)	(3,534.28)	(74,337.26)	41%	0.00	41%	(105,312.74)
317	LTFM State Aid	(73,680.00)	(2,364.62)	(44,521.21)	60%	0.00	60%	(29,158.79)
360	Spec Ed General	(1,122,180.00)	0.00	(590,514.38)	53%	0.00	53%	(531,665.62)
369	Rev-Other State Agen	(75,000.00)	0.00	(54,841.67)	73%	0.00	73%	(20,158.33)
370	Misc Rev fm MDE	(6,430.00)	(9,887.10)	(23,216.45)	361%	0.00	361%	16,786.45
401	Federal Funds & Grants	(45,890.00)	0.00	(4,330.84)	9%	0.00	9%	(41,559.16)
619	COM Rev Producing Act (Contra)	45,000.00	7,182.39	34,791.53	77%	0.00	77%	10,208.47
620	Sale Mat-Rev Producing Act	(90,000.00)	(16,540.75)	(64,247.34)	71%	0.00	71%	(25,752.66)
621	Sale Mat-Resale Mat	(10,100.00)	(1,368.14)	(4,564.82)	45%	0.00	45%	(5,535.18)
624	Sale of Equipment	(5,000.00)	0.00	(251.10)	5%	0.00	5%	(4,748.90)

Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending February 28, 2026

Sequence: Fd, O/S

		Description	B26 Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances		% YTD + Enc	Remaining Balance
01		General Fund								
	625	Insurance Recovery	(5,000.00)	0.00	0.00	0%	FY25	0.00	0%	(5,000.00)
01		**General Fund**	(11,627,040.00)	(1,016,381.20)	(6,488,336.07)	56%	54%	0.00	56%	(5,138,703.93)
02		Food Service								
	092	Interest	(5,000.00)	0.00	0.00	0%		0.00	0%	(5,000.00)
	099	Misc Revene	(1,300.00)	(1,157.79)	(1,189.79)	92%		0.00	92%	(110.21)
	300	State & Grants	(450,090.00)	(48,764.91)	(267,547.62)	59%		0.00	59%	(182,542.38)
	369	Rev-Other State Agen	0.00	0.00	(1,453.94)	0%		0.00	0%	1,453.94
	400	Federal Funds and Grants	(3,100.00)	0.00	(1,539.25)	50%		0.00	50%	(1,560.75)
	471	School Lunch Fed	(60,000.00)	(6,125.21)	(33,856.93)	56%		0.00	56%	(26,143.07)
	472	Free & Reduced Meals	(97,500.00)	(8,661.68)	(50,113.60)	51%		0.00	51%	(47,386.40)
	473	Commodity Cash Program	(400.00)	0.00	0.00	0%		0.00	0%	(400.00)
	474	Commodities	(35,000.00)	0.00	0.00	0%		0.00	0%	(35,000.00)
	476	Breakfast Revenue	(36,590.00)	(3,662.58)	(20,332.26)	56%		0.00	56%	(16,257.74)
	477	Cash In Lieu Commod	(210.00)	0.00	(409.82)	195%		0.00	195%	199.82
	601	Type A Pupil	(45,430.00)	(2,830.20)	(47,056.51)	104%		0.00	104%	1,626.51
	606	Type A Adult	(5,740.00)	(792.40)	(4,500.00)	78%		0.00	78%	(1,240.00)
02		**Food Service**	(740,360.00)	(71,994.77)	(427,999.72)	58%	56%	0.00	58%	(312,360.28)
04		Community Service								
	001	Levies	(66,330.00)	(1,787.50)	(41,362.08)	62%		0.00	62%	(24,967.92)
	019	Misc Local	(50.00)	0.00	0.00	0%		0.00	0%	(50.00)
	021	Revenue from MN Dist	(52,900.00)	0.00	0.00	0%		0.00	0%	(52,900.00)
	050	Fees from Patrons	(322,480.00)	(20,696.00)	(201,379.91)	62%		0.00	62%	(121,100.09)
	092	Interest	(180.00)	0.00	0.00	0%		0.00	0%	(180.00)
	096	Gifts/Bequests	(43,500.00)	(4,390.00)	(5,600.00)	13%		0.00	13%	(37,900.00)
	229	Disparity Reduction	(130.00)	0.00	(30.98)	24%		0.00	24%	(99.02)
	234	Hmstd/Ag Market Value Credit	(1,570.00)	0.00	0.00	0%		0.00	0%	(1,570.00)
	258	Wetland & Native	(20.00)	0.00	0.00	0%		0.00	0%	(20.00)
	300	State & Grants	(69,190.00)	0.00	(43,424.77)	63%		0.00	63%	(25,765.23)

Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending February 28, 2026

Sequence: Fd, O/S

		Description	B26 Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances		% YTD + Enc	Remaining Balance
04		Community Service					FY25			
	301	**Non-Public Aid**	(1,020.00)	(30.48)	(942.50)	92%		0.00	92%	(77.50)
04		**Community Service**	(557,370.00)	(26,903.98)	(292,740.24)	53%	44%	0.00	53%	(264,629.76)
06		Building Construction								
	092	**Interest**	(25,000.00)	(2,879.08)	(25,931.51)	104%		0.00	104%	931.51
06		**Building Construction**	(25,000.00)	(2,879.08)	(25,931.51)	104%		0.00	104%	931.51
07		Debt Redemption								
	001	**Levies**	(1,335,920.00)	(31,761.15)	(555,378.32)	42%		0.00	42%	(780,541.68)
	019	**Misc Local**	(1,500.00)	0.00	0.00	0%		0.00	0%	(1,500.00)
	092	**Interest**	(500.00)	0.00	0.00	0%		0.00	0%	(500.00)
	229	**Disparity Reduction**	(1,200.00)	0.00	(1,074.92)	90%		0.00	90%	(125.08)
	234	**Hmstd/Ag Market Value Credit**	(24,300.00)	0.00	(21,233.45)	87%		0.00	87%	(3,066.55)
	258	**Wetland & Native**	(958,480.00)	0.00	(882,840.49)	92%		0.00	92%	(75,639.51)
	317	**LTFM State Aid**	(72,100.00)	(1,592.37)	(64,861.69)	90%		0.00	90%	(7,238.31)
07		**Debt Redemption**	(2,394,000.00)	(33,353.52)	(1,525,388.87)	64%		0.00	64%	(868,611.13)
21		Student Activities Fund								
	099	**Misc Revene**	(200,000.00)	0.00	0.00	0%		0.00	0%	(200,000.00)
21		**Student Activities Fund**	(200,000.00)	0.00	0.00	0%		0.00	0%	(200,000.00)
		Report Totals:	(15,543,770.00)	(1,151,512.55)	(8,760,396.41)	56%	55%	0.00	56%	(6,783,373.59)

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending February 28, 2026

Sequence: Fd, Pro

B26

		Description	Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01		General Fund					FY25		
	010	Board-Education	49,790.00	3,909.51	30,667.57	62%	2,500.00	67%	16,622.43
	020	Office/Supt	243,450.00	18,639.87	151,743.43	62%	0.00	62%	91,706.57
	050	School Admin	537,370.00	44,912.29	339,490.80	63%	0.00	63%	197,879.20
	105	General Adm. Support	12,440.00	18,539.97	44,430.30	357%	0.00	357%	(31,990.30)
	108	Administrative Tech Services	10,000.00	0.00	7,650.20	77%	0.00	77%	2,349.80
	110	Business Services	295,930.00	21,651.80	213,638.30	72%	0.00	72%	82,291.70
	201	Kindergarten	409,470.00	32,811.57	201,016.52	49%	63.98	49%	208,389.50
	203	Elem Ed	333,730.00	28,525.60	278,601.58	83%	1,020.96	84%	54,107.46
	204	First Grade	432,030.00	26,106.37	159,308.17	37%	0.00	37%	272,721.83
	205	Second Grade	303,170.00	32,860.94	199,722.29	66%	0.00	66%	103,447.71
	206	Third Grade	316,980.00	25,200.08	153,406.28	48%	0.00	48%	163,573.72
	207	Fourth Grade	307,500.00	23,672.62	143,630.11	47%	0.00	47%	163,869.89
	208	Fifth Grade	320,300.00	20,800.11	151,438.63	47%	160.53	47%	168,700.84
	209	Sixth Grade	297,560.00	23,098.98	142,215.84	48%	0.00	48%	155,344.16
	211	Secondary Ed-Gen	142,590.00	7,340.36	82,335.94	58%	10.66	58%	60,243.40
	212	Art	167,840.00	13,587.20	87,501.85	52%	0.00	52%	80,338.15
	213	Agriculture - Non Vocational	15,400.00	948.44	6,508.19	42%	0.00	42%	8,891.81
	215	Business	800.00	0.00	149.47	19%	0.00	19%	650.53
	216	Educ. Disadvantaged	45,340.00	6,610.06	16,966.26	37%	142.10	38%	28,231.64
	218	Gifted And Talented	8,930.00	2,400.59	4,403.24	49%	0.00	49%	4,526.76
	220	English	267,530.00	21,143.72	126,528.01	47%	0.00	47%	141,001.99
	230	Foreign Language	73,920.00	4,867.47	29,151.77	39%	0.00	39%	44,768.23
	240	Health/Phys Ed	295,770.00	23,362.42	139,073.17	47%	0.00	47%	156,696.83
	249	Dr Trg/behind Wheel	1,180.00	0.00	1,188.44	101%	0.00	101%	(8.44)
	254	Barnezville Branderz	3,000.00	0.00	610.45	20%	0.00	20%	2,389.55
	255	Industrial Educ	119,270.00	13,568.93	71,953.42	60%	0.00	60%	47,316.58
	256	Mathematics	275,480.00	21,369.76	128,056.41	46%	0.00	46%	147,423.59
	258	Inst Music	76,110.00	5,574.77	35,062.46	46%	435.00	47%	40,612.54
	259	Vocal Music	143,500.00	4,613.29	55,125.55	38%	78.60	38%	88,295.85

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending February 28, 2026

Sequence: Fd, Pro

B26

	Description	Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01	General Fund					FY25		
260	Science	285,660.00	22,463.83	135,623.33	47%	686.58	48%	149,350.09
270	Social-Scienc/Study	310,900.00	24,985.79	150,247.56	48%	0.00	48%	160,652.44
271	Remedial Reading/Lang Arts	100,470.00	7,013.86	61,450.72	61%	0.00	61%	39,019.28
272	Remedial Math	0.00	1,492.91	8,939.97	0%	0.00	0%	(8,939.97)
274	Study Skills Improvement	0.00	973.72	5,831.73	0%	0.00	0%	(5,831.73)
275	Kndrgrtn Indiv Instruction	0.00	1,884.61	2,814.31	0%	0.00	0%	(2,814.31)
288	Flow Thru/Sales	19,500.00	0.00	2,814.12	14%	0.00	14%	16,685.88
289	Flo Thru/Sales	23,800.00	1,228.25	14,264.76	60%	0.00	60%	9,535.24
292	Boys/Girls Athletic	79,410.00	257.27	37,295.91	47%	260.50	47%	41,853.59
294	Boys Athletics	202,010.00	46,089.97	138,977.32	69%	968.45	69%	62,064.23
295	One Act Play	2,470.00	2,932.02	9,361.06	379%	0.00	379%	(6,891.06)
296	Girls Athletics	151,040.00	21,886.71	92,907.06	62%	378.54	62%	57,754.40
298	Extra-Curricular	157,940.00	8,357.07	77,523.38	49%	0.00	49%	80,416.62
299	Concessions	47,680.00	10,490.05	34,811.10	73%	0.00	73%	12,868.90
301	Agriculture	83,970.00	5,826.26	44,898.82	53%	280.24	54%	38,790.94
341	Business and Office Education	111,300.00	8,950.68	53,825.45	48%	0.00	48%	57,474.55
400	General Special Education	300.00	0.00	107.00	36%	0.00	36%	193.00
401	Speech/Lang.impaired	156,830.00	12,584.15	75,321.65	48%	0.00	48%	81,508.35
402	M.I.-Mild-Moderate	138,200.00	12,077.74	70,272.59	51%	259.99	51%	67,667.42
403	M.I.-Moderate-Severe	58,260.00	1,277.52	9,958.50	17%	0.00	17%	48,301.50
404	Physically Impaired	22,660.00	1,973.50	8,520.54	38%	0.00	38%	14,139.46
405	Deaf-Hard of Hearing	700.00	0.00	2,125.82	304%	0.00	304%	(1,425.82)
406	Visually Impaired	13,610.00	1,135.93	5,295.21	39%	0.00	39%	8,314.79
407	Spec Learning Disabl	266,320.00	17,112.20	108,035.00	41%	0.00	41%	158,285.00
408	Emot/Behavior Disord	150,380.00	10,106.26	59,964.41	40%	0.00	40%	90,415.59
410	Other Health Impair	208,410.00	24,227.67	138,861.44	67%	0.00	67%	69,548.56
411	Autistic	204,860.00	20,629.83	117,223.95	57%	99.00	57%	87,537.05
412	Develop Delayed	38,680.00	2,406.06	15,638.33	40%	0.00	40%	23,041.67
416	Multiple Handicap	300.00	0.00	0.00	0%	0.00	0%	300.00

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending February 28, 2026

Sequence: Fd, Pro

B26

		Description	Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01		General Fund					FY25		
	420	Special Ed General	93,530.00	7,770.58	46,103.60	49%	135.20	49%	47,291.20
	422	Early Intervening Services	99,030.00	8,078.41	51,395.70	52%	0.00	52%	47,634.30
	430	Homebound	1,260.00	0.00	0.00	0%	0.00	0%	1,260.00
	610	Curric. Consult/Development	51,140.00	4,446.87	26,629.96	52%	0.00	52%	24,510.04
	612	Technology	93,100.00	1,354.00	48,616.54	52%	4,199.50	57%	40,283.96
	620	Educ.media/Library	87,230.00	7,471.85	44,893.95	51%	364.92	52%	41,971.13
	625	Audio/Visual Dept.	280.00	0.00	15.18	5%	0.00	5%	264.82
	630	Instruc-Related Technology	75,590.00	8,319.33	80,089.81	106%	0.00	106%	(4,499.81)
	640	Staff Development	118,240.00	5,788.54	76,054.89	64%	300.00	65%	41,885.11
	690	Other Inst Support	66,700.00	23,095.11	48,703.51	73%	0.00	73%	17,996.49
	710	Counseling/Guidance	102,910.00	6,361.78	40,963.76	40%	0.00	40%	61,946.24
	715	School Security	49,600.00	15,191.10	63,295.91	128%	0.00	128%	(13,695.91)
	716	Drug Abuse Prevention	2,000.00	0.00	0.00	0%	0.00	0%	2,000.00
	718	Other School Safety	2,000.00	0.00	0.00	0%	0.00	0%	2,000.00
	720	Health Services	96,000.00	7,848.25	52,236.65	54%	0.00	54%	43,763.35
	740	Social Work Services	68,850.00	4,274.48	24,683.73	36%	0.00	36%	44,166.27
	760	Pupil Transport	791,450.00	77,439.40	539,080.87	68%	12.99	68%	252,356.14
	770	Food Service	0.00	0.00	10.00	0%	0.00	0%	(10.00)
	790	Other Pupil Services	179,500.00	16,325.00	133,271.39	74%	0.00	74%	46,228.61
	810	Oper/Maintenance	1,131,140.00	99,018.40	662,596.54	59%	206.20	59%	468,337.26
	811	Grounds Maint	26,000.00	2,462.87	25,621.17	99%	0.00	99%	378.83
	812	Buildings Maint	73,400.00	3,878.88	61,732.35	84%	360.00	85%	11,307.65
	813	Equip Maint	22,000.00	1,552.75	8,016.44	36%	0.00	36%	13,983.56
	850	Facilities	96,920.00	58,986.30	72,630.64	75%	990.00	76%	23,299.36
	865	LTFM Excld Costs -Pro 866,867	88,390.00	2,203.46	71,479.17	81%	2,090.00	83%	14,820.83
	940	Prop/Other Ins	112,090.00	0.00	113,467.49	101%	0.00	101%	(1,377.49)
	960	Other Non-Recurring Items	2,500.00	0.00	13,097.10	524%	0.00	524%	(10,597.10)
01		**General Fund**	11,872,890.00	1,076,347.94	6,789,172.04	57%	57% 16,003.94	57%	5,067,714.02
02		Food Service							

Barnesville Public Schools #146
Exp Summary - Fd, Pro
Period Ending February 28, 2026

Sequence: Fd, Pro

		Description	B26 Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
02		Food Service							
	770	**Food Service**	813,510.00	67,914.17	489,466.45	60%	0.00	60%	324,043.55
02		**Food Service**	813,510.00	67,914.17	489,466.45	60%	52% 0.00	60%	324,043.55
04		Community Service							
	505	**Community Ed**	114,340.00	7,432.15	56,314.31	49%	1,865.00	51%	56,160.69
	506	**Summer Recreation**	84,070.00	1,032.89	55,723.50	66%	0.00	66%	28,346.50
	509	**Kids Club**	133,320.00	7,617.03	83,705.71	63%	0.00	63%	49,614.29
	580	**Early Childhood**	46,990.00	566.16	38,036.27	81%	0.00	81%	8,953.73
	582	**School Readiness**	216,570.00	10,393.69	131,927.64	61%	0.00	61%	84,642.36
	583	**Preschool Screening**	3,540.00	0.00	179.13	5%	0.00	5%	3,360.87
	585	**Youth Dev/Youth Serv**	11,320.00	671.74	4,501.88	40%	0.00	40%	6,818.12
	590	**Other Community Programs**	1,020.00	0.00	0.00	0%	0.00	0%	1,020.00
04		**Community Service**	611,170.00	27,713.66	370,388.44	61%	58% 1,865.00	61%	238,916.56
06		Building Construction							
	870	**Bldg/Capital Improv.**	1,468,270.00	0.00	394,297.47	27%	0.00	27%	1,073,972.53
06		**Building Construction**	1,468,270.00	0.00	394,297.47	27%	0.00	27%	1,073,972.53
07		Debt Redemption							
	910	**Debt Redemption**	2,401,700.00	0.00	2,401,700.00	100%	0.00	100%	0.00
07		**Debt Redemption**	2,401,700.00	0.00	2,401,700.00	100%	0.00	100%	0.00
21		Student Activities Fund							
	298	**Extra-Curricular**	200,000.00	0.00	0.00	0%	0.00	0%	200,000.00
21		**Student Activities Fund**	200,000.00	0.00	0.00	0%	0.00	0%	200,000.00
		Report Totals:	17,367,540.00	1,171,975.77	10,445,024.40	60%	58% 17,868.94	60%	6,904,646.66

FOOD SERVICE REPORT 2025-26

2025-26	September	October	November	December	January	February	March	April	May	2024-25 Average
Beginning Balance	186,218.33	148,728.80	146,003.42	166,537.73	137,885.47	140,243.77	0.00	0.00	0.00	196,165
Receipts	12,068.41	89,933.60	89,821.36	74,386.17	68,356.29	72,002.17	0.00	0.00	0.00	69,115
Disbursements	49,557.94	92,658.98	69,297.05	103,038.43	65,997.99	66,468.50	0.00	0.00	0.00	66,931
Subtotal	148,728.80	146,003.42	166,527.73	137,885.47	140,243.77	145,777.44	0.00	0.00	0.00	198,349
Est. Federal/State Funding Due	69,447.12	84,208.47	72,133.07	63,797.64	67,094.38	63,007.48	0.00	0.00	0.00	69,690
Ending Balance	218,175.92	230,211.89	238,660.80	201,683.11	207,338.15	208,784.92	0.00	0.00	0.00	268,039
Average Daily Participation										
Breakfast										
Elementary	163	175	166	147	143	156	0	0	0	161
High School	103	117	115	103	98	118	0	0	0	108
Total	266	292	281	250	241	275	0	0	0	269
Lunch										
Elementary	396	412	409	389	363	407	0	0	0	413
High School	277	286	278	261	245	261	0	0	0	263
Total	673	697	687	650	608	668	0	0	0	676

CLAIMS PRESENTED TO THE BOARD OF EDUCATION						
Monday, March 16, 2026						
Amundson, Scott				$399.36		
		Staff Development	$399.36			
Anderson, Breanna				$63.30		
		Paraprofessional	$63.30			
Andres, Liam				$443.12		
		Custodial Expense	$443.12			
Archambeau, Kraig				$345.41		
		Transportation	$290.58			
		Paraprofessional	$54.83			
Beischel, Thomas				$3,387.05		
		Custodial	$3,387.05			
Bielejeski, Lisa				$2,534.70		
		Paraprofessional	$2,534.70			
Blanco, Amira				$261.19		
		Kids Club	$261.19			
Blilie, Amber				$34.44		
		Teacher Substitute	$34.44			
Blilie, Macie				$192.26		
		Kids Club	$192.26			
Blomberg, Cassandra				$3,358.24		
		Kids Club	$1,391.13			
		Preschool	$1,967.11			
Bolgrean, Shirley				$2,748.34		
		Paraprofessional	$2,689.74			
		Staff Development	$58.60			
Bontjes, Addilyn				$60.00		
		Activity Worker	$60.00			
Bowen, Susan				$1,134.63		
		Food Service Expense	$1,134.63			
Braton, Carrie				$65.05		
		Staff Development	$65.05			
Braton, Kathy				$280.00		
		Paraprofessional Substitute	$280.00			
Caruso, Amy				$1,273.18		
		Preschool	$1,215.83			
		Paraprofessional	$57.35			
Dabbert, Drew				$231.76		
		Custodial	171.76			
		Activity Worker	$60.00			
Davis, Mckenzie				$109.65		
		Paraprofessional	$60.31			
		Staff Development	$49.34			
Del Greco, Benjamin				$34.44		
		Teacher Substitute	$34.44			
Dosch-Erlandson, Patricia				$154.98		
		Teacher Substitute	$154.98			
Duval, Duane				$868.90		
		Custodial	$868.90			
Eberhardt,Laura				$34.44		
		Teacher Substitute	$34.44			
Ellefson, Christine				$65.00		
		Community Ed	$65.00			
Ellerbusch, Jon				$1,082.15		
		Staff Development	$1,082.15			

Ernst, Laurie				$72.00		
		Custodial	$72.00			
Fenner, Juanita				$2,281.72		
		Food Service Expense	$2,281.72			
Fradet, Annika				$380.44		
		Kids Club	$380.44			
Frauendienst, Isaac				$604.44		
		Teacher Substitute	$34.44			
		Community Ed	$570.00			
Gardner, Colyn				$2,121.96		
		Paraprofessional	$2,121.96			
Gerdes, Madelyn				$84.12		
		Staff Development	$61.69			
		Paraprofessional	$22.43			
Gilbertson, Carl				$144.00		
		Custodial	$144.00			
Gilbertson, Lisa				$282.88		
		Staff Development	$282.88			
Goergen,Deborah				$160.56		
		Food Service Expense	$160.56			
Goering, John				$34.44		
		Teacher Substitute	$34.44			
Gylland, Jennifer				$275.52		
		Teacher Substitute	$275.52			
Halverson-Wolters, Chrissa				$439.06		
		Breakfast Monitor	$211.76			
		Paraprofessional	$20.06			
		Staff Development	$207.24			
Haj,George				$324.48		
		Staff Development	$324.48			
Hamman, Angela				$970.34		
		Food Service Expense	$970.34			
Haspel, Kelsey				$51.62		
		Paraprofessional	$51.62			
Hauck, Brea				$528.00		
		Paraprofessional Substitute	$528.00			
Haugen, Samantha				$2,204.55		
		Paraprofessional Substitute	$2,204.55			
Haus, Jessica				$234.40		
		Staff Development	$82.04			
		Breakfast Monitor	$93.76			
		Paraprofessional	$58.60			
Heikes, Julia				$58.60		
		Paraprofessional	$58.60			
Henrickson, Todd				$498.85		
		Staff Development	$498.85			
Herbranson, Joanne				$127.02		
		Staff Development	$80.22			
		Paraprofessional	$46.80			
Hermes, Anthony				$68.88		
		Teacher Substitute	$68.88			
Hinsz, Tracy				$51.66		
		Teacher Substitute	$51.66			

Hodge, Charles				$1,122.00		
		Paraprofessional Substitute	$952.00			
		Official	$150.00			
		Gas	$20.00			
Hoyer, Megan				$68.88		
		Teacher Substitute	$68.88			
Huesman, Ava				$340.99		
		Kids Club	$340.99			
Jenkins, Carrie				$768.92		
		Teacher Substitute	$103.32			
		Staff Development	$665.60			
Julsrud, Wanda				$2,265.96		
		Transportation	$2,265.96			
Justesen, Chastity				$299.52		
		Staff Development	$299.52			
Kara, Roxanne				$329.13		
		Custodial	$329.13			
Kluck, Melissa				$2,535.89		
		Transportation	$2,535.89			
Kuik, Julie				$115.38		
		Clerical	$115.38			
Labs, Melinda				$3,425.64		
		Custodial	$3,425.64			
LeNoue, Ruth				$59.98		
		Food Service Expense	$59.98			
Lien, Christopher				$64.52		
		Food Service Expense	$64.52			
Loewen, Sydney				$436.23		
		Kids Club	$436.23			
Messer, Savannah				$1,400.51		
		Paraprofessional	$532.51			
		Paraprofessional Substitute	$868.00			
Meyer, Sandra				$665.60		
		Staff Development	$665.60			
Nelson, Nichole				$172.20		
		Teacher Substitute	$172.20			
Norris, Riley				$453.44		
		Kids Club	$453.44			
Owen, Grace				$34.44		
		Teacher Substitute	$34.44			
Palya, Samantha				$3,152.42		
		Preschool Paraprofessional	$1,112.93			
		Paraprofessional	$1,182.16			
		Transportation	$857.33			
Paur, Nicholas				$34.44		
		Teacher Substitute	$34.44			
Peloubet-Messer, Christine				$991.52		
		Concessions	$991.52			
Pender, Cassie				$57.35		
		Paraprofessional	$57.35			
Peterson, Henry				$573.65		
		Custodial Expense	$573.65			
Pickett, Jennifer				$1,128.70		
		Concessions	$1,128.70			
Poepping, Sarah				$51.66		
		Student Teacher	$51.66			

Rasmussen,Janet				$71.56		
		Paraprofessional	$71.56			
Redding, LaVonne				$921.69		
		Food Service Expense	$921.69			
Reep, Richard				$313.84		
		Custodial Expense	$313.84			
Ronsberg, Betsy				$298.86		
		Breakfast Monitor	$164.08			
		Staff Development	$76.18			
		Paraprofessional	$58.60			
Rotz, Molly				$137.85		
		Kids Club	$137.85			
Rotz, Stacey				$1,998.26		
		Preschool	$1,998.26			
Samuelson, Jodi				$65.00		
		School Board Expense	$65.00			
Schaub, Michael				$68.88		
		Teacher Substitute	$68.88			
Schilling, Emma				$128.13		
		Kids Club	$128.13			
Schindler, Elizabeth				$206.64		
		Teacher Substitute	$206.64			
Schindler, McKayla				$2,439.71		
		Paraprofessional	$2,439.71			
Schmitt Jr, Thomas				$103.32		
		Teacher Substitute	$103.32			
Schwartz, Ashley				$64.46		
		Paraprofessional	$64.46			
Smith, Heidi				$34.44		
		Teacher Substitute	$34.44			
Snow, Kayla				$440.33		
		Kids Club	$440.33			
Spillum, Emma				$145.11		
		Kids Club	$145.11			
Spillum, Mary				$484.97		
		Kids Club	$484.97			
Stanton, Shelly				$180.00		
		Custodial Expense	$180.00			
Strand, Bryan				$439.85		
		Staff Development	$439.85			
Strand,Kailee				$451.02		
		Staff Development	$399.36			
		Teacher Substitute	$51.66			
Suter, Cheryl				$94.95		
		Paraprofessional	$94.95			
Thorkildson, Lynn				$51.66		
		Teacher Substitute	$51.66			
Wellman, Henry				$164.88		
		Custodial Expense	$164.88			
Wilhelm,April				$38.38		
		Paraprofessional	$38.38			
Wirth, Barb				$1,218.00		
		Food Service Expense	$1,218.00			
Wirth, Leah				$58.60		
		Paraprofessional	$58.60			

Thorkildson, Lynn				$375.56		
		Teacher Substitute	$34.44			
		Staff Development	$341.12			
		TOTAL	$62,706.05	$62,706.05		
MSDLAF TRANSFERS TO MIDWEST BANK						
2/24/26		TRANSFER		$750,000		
2/13/26		TRANSFER		$500,000		
						$1,250,000
MIDWEST BANK CREDIT CARD EXPENDITURES						
Jon Ellerbusch						$1,723.69
		Travel Expense		$1,703.69		
		ChatGPT Subscription		$20.00		
Todd Henrickson						$460.16
		ChatGPT Subscription		$20.00		
		Staff Development		$440.16		
Bryan Strand						$1,353.20
		Football Expense		$375.00		
		NHS Dues		$585.00		
		Staff Development		$393.20		
Jodi Samuelson						$291.80
		Chat GPT Subscription		$20.00		
		Concessions Cost of Sales		$175.80		
		HS Social Studies subscription		$96.00		
Aaron Schindler						$170.00
		ChatGPT Subscription		$20.00		
		Brighthweel Subscription		$150.00		
Total Credit Card Expense						$3,998.85

Barnesville Public Schools #146

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$200.00	
PO#:	Voucher #:	112454	Invoice	Invoice No: 022326	2/24/2026	Paid Amt: $200.00
						Check Amount: $200.00
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$75.00	
PO#:	Voucher #:	112455	Invoice	Invoice No: 022326DC	2/24/2026	Paid Amt: $75.00
						Check Amount: $75.00
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$37.98	
PO#:	Voucher #:	112452	Invoice	Invoice No: 02202026	2/24/2026	Paid Amt: $37.98
						Check Amount: $37.98
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$77.15	
PO#:	Voucher #:	112453	Invoice	Invoice No: 022226	2/24/2026	Paid Amt: $77.15
						Check Amount: $77.15
MB		17576		WEX HEALTH INC		Wire
			B 01 215 033	Health Savings Account	$1,353.45	
PO#:	Voucher #:	112468	Invoice	Invoice No: S2026160	2/27/2026	Paid Amt: $1,353.45
						Check Amount: $1,353.45
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$351.27	
PO#:	Voucher #:	112470	Invoice	Invoice No: 022526	2/27/2026	Paid Amt: $351.27
						Check Amount: $351.27
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$97.99	
PO#:	Voucher #:	112469	Invoice	Invoice No: 022426	2/27/2026	Paid Amt: $97.99
						Check Amount: $97.99
MB		12851	REMIT	EDUCATORS BENEFIT CONSULTANTS		Wire
			B 01 215 005	Tax Sheltered Annuities	$1,504.24	
PO#:	Voucher #:	112467	Invoice	Invoice No: S2026160	2/27/2026	Paid Amt: $1,504.24
						Check Amount: $1,504.24
MB		12860		MINNESOTA TEACHERS RETIREMENT		Wire
			B 01 215 018	TRA	$34,150.83	
PO#:	Voucher #:	112466	Invoice	Invoice No: S2026160	2/27/2026	Paid Amt: $34,150.83
						Check Amount: $34,150.83

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB		**12861**		**PUBLIC EMPLOYEES RETIREMENT**		**Wire**
			B 01 215 017	PERA	$11,565.60	
PO#:	**Voucher #:**	**112465**	Invoice	**Invoice No:** S2026160	**2/27/2026**	**Paid Amt: $11,565.60**
						Check Amount: $11,565.60
MB		**12862**	**REMIT**	**EDUCATORS BENEFIT CONSULTANTS**		**Wire**
			B 01 215 005	Tax Sheltered Annuities	$1,972.62	
PO#:	**Voucher #:**	**112460**	Invoice	**Invoice No:** S2026160	**2/27/2026**	**Paid Amt: $1,972.62**
						Check Amount: $1,972.62
MB		**14128**		**INTERNAL REVENUE SERVICE**		**Wire**
			B 01 215 010	FICA Payable	$40,500.78	
			B 01 215 011	Federal Tax	$16,078.62	
PO#:	**Voucher #:**	**112458**	Invoice	**Invoice No:** S2026160	**2/27/2026**	**Paid Amt: $56,579.40**
						Check Amount: $56,579.40
MB		**14129**		**MINN DEPT OF REVENUE**		**Wire**
			B 01 215 013	State Tax	$9,396.77	
PO#:	**Voucher #:**	**112462**	Invoice	**Invoice No:** S2026160	**2/27/2026**	**Paid Amt: $9,396.77**
						Check Amount: $9,396.77
MB		**14968**	**REMIT**	**EDUCATORS BENEFIT CONSULTANTS**		**Wire**
			B 01 215 005	Tax Sheltered Annuities	$2,284.48	
PO#:	**Voucher #:**	**112464**	Invoice	**Invoice No:** S2026160	**2/27/2026**	**Paid Amt: $2,284.48**
						Check Amount: $2,284.48
MB		**16537**	**REMIT**	**EDUCATORS BENEFIT CONSULTANTS**		**Wire**
			B 01 215 005	Tax Sheltered Annuities	$1,883.36	
PO#:	**Voucher #:**	**112456**	Invoice	**Invoice No:** S2026160	**2/27/2026**	**Paid Amt: $1,883.36**
						Check Amount: $1,883.36
MB		**16936**	**REMIT**	**EDUCATORS BENEFITS CONSULTANTS**		**Wire**
			B 01 215 005	Tax Sheltered Annuities	$5,059.58	
PO#:	**Voucher #:**	**112459**	Invoice	**Invoice No:** S2026160	**2/27/2026**	**Paid Amt: $5,059.58**
						Check Amount: $5,059.58
MB		**12942**		**MIDWEST BANK**		**Wire**
			E 01 005 110 000 305 000	Account Analysis Charge	$162.75	
PO#:	**Voucher #:**	**112485**	Invoice	**Invoice No:** 022726	**2/28/2026**	**Paid Amt: $162.75**
						Check Amount: $162.75

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB		**11760**		**LAKES COUNTRY SERVICE COOP.**		**Wire**
			B 01 215 026	Health Ins Premium	$81,546.16	
PO#:	**Voucher #:**	**112491**	Invoice	**Invoice No:** March 2026	**3/5/2026**	**Paid Amt: $81,546.16**
						Check Amount: $81,546.16
MB		**13040**		**JMC COMPUTER SERVICE INC.**		**Wire**
			E 01 005 110 000 305 000	JMC Fees	$77.40	
PO#:	**Voucher #:**	**112493**	Invoice	**Invoice No:** Feb 26 JMC Fees	**3/5/2026**	**Paid Amt: $77.40**
						Check Amount: $77.40
MB		**15035**		**MIDWEST BANK DEBIT CARD**		**Wire**
			E 01 005 760 733 442 000	Gasoline	$44.41	
PO#:	**Voucher #:**	**112492**	Invoice	**Invoice No:** 159152	**3/5/2026**	**Paid Amt: $44.41**
						Check Amount: $44.41
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$7.56	
PO#:	**Voucher #:**	**112496**	Invoice	**Invoice No:** 030126	**3/5/2026**	**Paid Amt: $7.56**
						Check Amount: $7.56
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$39.82	
PO#:	**Voucher #:**	**112498**	Invoice	**Invoice No:** 030326	**3/5/2026**	**Paid Amt: $39.82**
						Check Amount: $39.82
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$128.17	
PO#:	**Voucher #:**	**112495**	Invoice	**Invoice No:** 022726	**3/5/2026**	**Paid Amt: $128.17**
						Check Amount: $128.17
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$67.20	
PO#:	**Voucher #:**	**112497**	Invoice	**Invoice No:** 030426	**3/5/2026**	**Paid Amt: $67.20**
						Check Amount: $67.20
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$191.66	
PO#:	**Voucher #:**	**112494**	Invoice	**Invoice No:** 022626	**3/5/2026**	**Paid Amt: $191.66**
						Check Amount: $191.66
MB		**12860**		**MINNESOTA TEACHERS RETIREMENT**		**Wire**
			B 01 215 018	TRA	$3,145.43	
PO#:	**Voucher #:**	**112490**	Invoice	**Invoice No:** S202616C0	**3/5/2026**	**Paid Amt: $3,145.43**
						Check Amount: $3,145.43

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB		**12861**		**PUBLIC EMPLOYEES RETIREMENT**		**Wire**
			B 01 215 017	PERA	$658.56	
PO#:	**Voucher #:**	**112489**	Invoice	**Invoice No:** S202616C0	**3/5/2026**	**Paid Amt: $658.56**
						Check Amount: $658.56
MB		**14128**		**INTERNAL REVENUE SERVICE**		**Wire**
			B 01 215 010	FICA Payable	$6,975.24	
			B 01 215 011	Federal Tax	$1,370.96	
PO#:	**Voucher #:**	**112486**	Invoice	**Invoice No:** S202616C0	**3/5/2026**	**Paid Amt: $8,346.20**
						Check Amount: $8,346.20
MB		**14129**		**MINN DEPT OF REVENUE**		**Wire**
			B 01 215 013	State Tax	$1,009.28	
PO#:	**Voucher #:**	**112488**	Invoice	**Invoice No:** S202616C0	**3/5/2026**	**Paid Amt: $1,009.28**
						Check Amount: $1,009.28
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$1,204.02	
PO#:	**Voucher #:**	**112662**	Invoice	**Invoice No:** 030826	**3/10/2026**	**Paid Amt: $1,204.02**
						Check Amount: $1,204.02
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$450.00	
PO#:	**Voucher #:**	**112663**	Invoice	**Invoice No:** 030926	**3/10/2026**	**Paid Amt: $450.00**
						Check Amount: $450.00
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$111.91	
PO#:	**Voucher #:**	**112664**	Invoice	**Invoice No:** 030926DC	**3/10/2026**	**Paid Amt: $111.91**
						Check Amount: $111.91
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$1,211.88	
PO#:	**Voucher #:**	**112660**	Invoice	**Invoice No:** 030526	**3/10/2026**	**Paid Amt: $1,211.88**
						Check Amount: $1,211.88
MB		**17576**		**WEX HEALTH INC**		**Wire**
			B 01 215 024	Flex Plan Medical & Dependent Care	$41.13	
PO#:	**Voucher #:**	**112661**	Invoice	**Invoice No:** 030726	**3/10/2026**	**Paid Amt: $41.13**
						Check Amount: $41.13

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB		17576		WEX HEALTH INC		Wire
			B 01 215 033	Health Savings Account	$1,353.45	
PO#:	Voucher #:	112704	Invoice	Invoice No: S2026170	3/13/2026	Paid Amt: $1,353.45
						Check Amount: $1,353.45
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$269.00	
PO#:	Voucher #:	112707	Invoice	Invoice No: 031126	3/13/2026	Paid Amt: $269.00
						Check Amount: $269.00
MB		17576		WEX HEALTH INC		Wire
			B 01 215 024	Flex Plan Medical & Dependent Care	$9.64	
PO#:	Voucher #:	112706	Invoice	Invoice No: 031226	3/13/2026	Paid Amt: $9.64
						Check Amount: $9.64
MB		12851	REMIT	EDUCATORS BENEFIT CONSULTANTS		Wire
			B 01 215 005	Tax Sheltered Annuities	$1,504.24	
PO#:	Voucher #:	112703	Invoice	Invoice No: S2026170	3/13/2026	Paid Amt: $1,504.24
						Check Amount: $1,504.24
MB		12860		MINNESOTA TEACHERS RETIREMENT		Wire
			B 01 215 018	TRA	$33,249.67	
PO#:	Voucher #:	112702	Invoice	Invoice No: S2026170	3/13/2026	Paid Amt: $33,249.67
						Check Amount: $33,249.67
MB		12861		PUBLIC EMPLOYEES RETIREMENT		Wire
			B 01 215 017	PERA	$11,370.43	
PO#:	Voucher #:	112701	Invoice	Invoice No: S2026170	3/13/2026	Paid Amt: $11,370.43
						Check Amount: $11,370.43
MB		12862	REMIT	EDUCATORS BENEFIT CONSULTANTS		Wire
			B 01 215 005	Tax Sheltered Annuities	$2,472.62	
PO#:	Voucher #:	112695	Invoice	Invoice No: S2026170	3/13/2026	Paid Amt: $2,472.62
						Check Amount: $2,472.62
MB		13386		MINNESOTA REVENUE		Wire
			B 01 215 030	Guarnishment	$96.95	
PO#:	Voucher #:	112698	Invoice	Invoice No: S2026170	3/13/2026	Paid Amt: $96.95
						Check Amount: $96.95
MB		14128		INTERNAL REVENUE SERVICE		Wire
			B 01 215 010	FICA Payable	$39,448.08	

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB		14128		INTERNAL REVENUE SERVICE		Wire
			B 01 215 011	Federal Tax	$15,531.97	
PO#:		Voucher #:	112693	Invoice Invoice No: S2026170	3/13/2026	Paid Amt: $54,980.05
						Check Amount: $54,980.05
MB		14129		MINN DEPT OF REVENUE		Wire
			B 01 215 013	State Tax	$9,065.31	
PO#:		Voucher #:	112697	Invoice Invoice No: S2026170	3/13/2026	Paid Amt: $9,065.31
						Check Amount: $9,065.31
MB		14968	REMIT	EDUCATORS BENEFIT CONSULTANTS		Wire
			B 01 215 005	Tax Sheltered Annuities	$2,284.48	
PO#:		Voucher #:	112700	Invoice Invoice No: S2026170	3/13/2026	Paid Amt: $2,284.48
						Check Amount: $2,284.48
MB		16537	REMIT	EDUCATORS BENEFIT CONSULTANTS		Wire
			B 01 215 005	Tax Sheltered Annuities	$1,883.36	
PO#:		Voucher #:	112691	Invoice Invoice No: S2026170	3/13/2026	Paid Amt: $1,883.36
						Check Amount: $1,883.36
MB		16936	REMIT	EDUCATORS BENEFITS CONSULTANTS		Wire
			B 01 215 005	Tax Sheltered Annuities	$4,876.24	
PO#:		Voucher #:	112694	Invoice Invoice No: S2026170	3/13/2026	Paid Amt: $4,876.24
						Check Amount: $4,876.24
MB	89615	10405		JK SPORTS		Check
			E 01 300 294 000 401 503	Spalding TF 1000 Legacy 29.5" Boy's NFHS S	$336.00	
			E 01 300 294 000 401 503	Shipping	$33.60	
PO#: 51319		Voucher #:	112451	Invoice Invoice No: 98138	2/24/2026	Paid Amt: $369.60
						Check Amount: $369.60
MB	89616	12942		MIDWEST BANK		Check
			E 01 300 294 000 369 506	Meal Money for State Wrestling	$525.00	
			E 01 300 294 000 366 506	Meal Money for Coaches for State Wrestling	$525.00	
PO#:		Voucher #:	112450	Invoice Invoice No: 022426	2/24/2026	Paid Amt: $1,050.00
						Check Amount: $1,050.00
MB	89617	15344	remit	AVIBEN LLC		Check
			E 01 005 110 000 305 000	Fees For Services	$72.97	
PO#:		Voucher #:	112483	Invoice Invoice No: 41180	3/4/2026	Paid Amt: $72.97
						Check Amount: $72.97

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MB	**89618**	**16086**	**remit**	**COLONIAL LIFE INSURANCE COMPANY**		**Check**		
			B 01 215 029	Supplemental Insurance-Voluntary		$215.42		
PO#:	**Voucher #:**	**112471**	Invoice	**Invoice No:** 41790570213989	**3/4/2026**		**Paid Amt:**	**$215.42**
							Check Amount:	**$215.42**
MB	**89619**	**12853**		**EA - BARNESVILLE**		**Check**		
			B 01 215 025	Nea-Mea-Bea Dues Payable		$2,580.02		
PO#:	**Voucher #:**	**112457**	Invoice	**Invoice No:** S2026160	**3/4/2026**		**Paid Amt:**	**$2,580.02**
			B 01 215 025	Nea-Mea-Bea Dues Payable		$2,580.02		
PO#:	**Voucher #:**	**112212**	Invoice	**Invoice No:** S2026150	**3/4/2026**		**Paid Amt:**	**$2,580.02**
							Check Amount:	**$5,160.04**
MB	**89620**	**15977**	**REMIT**	**ELAN FINANCIAL SERVICES**		**Check**		
			E 04 005 509 321 305 000	Brightwheel Subscription		$150.00		
			E 04 005 505 321 401 000	ChatGPT Subscription		$20.00		
			E 01 005 110 000 401 000	ChatGPT Subscription		$20.00		
			E 01 100 050 000 401 000	ChatGPT Subscription		$20.00		
			E 01 005 020 000 401 000	ChatGPT Subscription		$20.00		
			R 01 300 299 000 619 000	Concessions Cost of Sales		$175.80		
			E 01 005 640 316 366 000	Staff Development		$1,652.36		
			E 01 300 294 000 366 502	Football Clinic		$768.20		
			E 01 005 718 342 366 000	SRP Training		$440.16		
			E 01 005 020 000 366 000	Gen.trv,Meals, Rooms		$51.33		
			E 01 300 298 000 820 000	NHS Dues		$585.00		
			E 01 300 270 000 430 000	HS Social Studies subsription		$96.00		
PO#:	**Voucher #:**	**112484**	Invoice	**Invoice No:** February 2026	**3/4/2026**		**Paid Amt:**	**$3,998.85**
							Check Amount:	**$3,998.85**
MB	**89621**	**17709**		**HARRY'S PIZZA LLC**		**Check**		
			R 01 300 299 000 619 000	Concessions Cost of Sales		$212.50		
PO#:	**Voucher #:**	**112478**	Invoice	**Invoice No:** 86164	**3/4/2026**		**Paid Amt:**	**$212.50**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$894.00		
PO#:	**Voucher #:**	**112479**	Invoice	**Invoice No:** 84176	**3/4/2026**		**Paid Amt:**	**$894.00**
							Check Amount:	**$1,106.50**
MB	**89622**	**17892**	**REMIT**	**KELLY SERVICES INC**		**Check**		
			E 01 100 203 000 305 000	Elementary Substitute Teachers		$5,051.80		
			E 01 300 211 000 305 000	HS Substitute Teachers		$1,365.00		
PO#:	**Voucher #:**	**112480**	Invoice	**Invoice No:** 5614649091	**3/4/2026**		**Paid Amt:**	**$6,416.80**
							Check Amount:	**$6,416.80**

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89623**	**17948**		**KEN-RICH ENTERPRISES INC**		**Check**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$581.76
PO#:	**Voucher #:**	**112472**	Invoice	**Invoice No:** 740534	**3/4/2026**	**Paid Amt: $581.76**
						Check Amount: $581.76
MB	**89624**	**15395**		**MADISON NATIONAL LIFE**		**Check**
			B 01 215 219	MN Paid Leave		$2,166.30
PO#:	**Voucher #:**	**111784**	Invoice	**Invoice No:** S2026130	**3/4/2026**	**Paid Amt: $2,166.30**
			B 01 215 027	Life & LTD		$1,779.06
PO#:	**Voucher #:**	**112476**	Invoice	**Invoice No:** 177906	**3/4/2026**	**Paid Amt: $1,779.06**
			B 01 215 219	MN Paid Leave		$2,122.52
PO#:	**Voucher #:**	**112106**	Invoice	**Invoice No:** S2026140	**3/4/2026**	**Paid Amt: $2,122.52**
						Check Amount: $6,067.88
MB	**89625**	**16818**		**MN SCHOOL EMPLOYEES ASSOCIATION**		**Check**
			B 01 215 025	Nea-Mea-Bea Dues Payable		$349.51
PO#:	**Voucher #:**	**112463**	Invoice	**Invoice No:** S2026160	**3/4/2026**	**Paid Amt: $349.51**
						Check Amount: $349.51
MB	**89626**	**13888**		**MOORHEAD HIGH SCHOOL**		**Check**
			E 01 300 218 388 369 000	Entry Fees/Student Travel		$250.00
PO#:	**Voucher #:**	**112477**	Invoice	**Invoice No:** 030426	**3/4/2026**	**Paid Amt: $250.00**
						Check Amount: $250.00
MB	**89627**	**16653**	**remit**	**VERIFIED FIRST**		**Check**
			E 01 005 105 000 305 000	Background Chekcs		$44.65
PO#:	**Voucher #:**	**112475**	Invoice	**Invoice No:** INV-000603222	**3/4/2026**	**Paid Amt: $44.65**
						Check Amount: $44.65
MB	**89628**	**16119**		**WORLD OF OFFICIATING,**		**Check**
			E 01 300 294 000 305 503	Fees For Services		$210.00
PO#:	**Voucher #:**	**112473**	Invoice	**Invoice No:** Boys JH Wint 25	**3/4/2026**	**Paid Amt: $210.00**
			E 01 300 294 000 305 503	Fees For Services		$115.00
			E 01 300 296 000 305 513	Fees For Services		$115.00
PO#:	**Voucher #:**	**112474**	Invoice	**Invoice No:** 9th BGBB Wint 25-26	**3/4/2026**	**Paid Amt: $230.00**
						Check Amount: $440.00
MB	**89629**	**16972**		**XCEL ENERGY**		**Check**
			E 01 005 810 000 333 000	Natural Gas		$21,807.72
PO#:	**Voucher #:**	**112481**	Invoice	**Invoice No:** 967099853	**3/4/2026**	**Paid Amt: $21,807.72**
						Check Amount: $21,807.72

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Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89630**	**16972**		**XCEL ENERGY**		**Check**
			E 01 005 810 000 333 000	Natural Gas		$6,336.93
PO#:	**Voucher #:**	**112482**	Invoice	**Invoice No:** 967125715	**3/4/2026**	**Paid Amt:** **$6,336.93**
						Check Amount: **$6,336.93**
MB	**89631**	**16124**		**A-1 SEWER & DRAIN INC**		**Check**
			E 01 005 812 000 350 000	cleared pipe in boiler room floordrain		$457.00
PO#: 51459	**Voucher #:**	**112502**	Invoice	**Invoice No:** 53748	**3/9/2026**	**Paid Amt:** **$457.00**
						Check Amount: **$457.00**
MB	**89632**	**17936**		**JOHNSON CONTROLS BUILDING SOLUTIONS LLC**		**Check**
			E 01 005 812 000 350 000	repaired glycol leak classroom 128, area B at l		$1,468.54
PO#: 51481	**Voucher #:**	**112504**	Invoice	**Invoice No:** 1-137239643319	**3/9/2026**	**Paid Amt:** **$1,468.54**
			E 01 005 812 000 350 000	repaired glycol leak on converter		$1,469.60
PO#: 51481	**Voucher #:**	**112505**	Invoice	**Invoice No:** 1-137161541733	**3/9/2026**	**Paid Amt:** **$1,469.60**
						Check Amount: **$2,938.14**
MB	**89633**	**15619**	**REMIT**	**KAMRAN CULINEX LLC**		**Check**
			E 02 005 770 701 401 000	steam pan 1/2 long 2 1/2 deep		$403.44
PO#: 51393	**Voucher #:**	**112503**	Invoice	**Invoice No:** INV979895	**3/9/2026**	**Paid Amt:** **$403.44**
						Check Amount: **$403.44**
MB	**89634**	**10799**	**remit**	**MN DEPT OF LABOR & INDUSTRY**		**Check**
			E 01 005 812 000 350 000	Elevator Annual Ope		$290.00
PO#:	**Voucher #:**	**112506**	Invoice	**Invoice No:** ALR0188984X	**3/9/2026**	**Paid Amt:** **$290.00**
						Check Amount: **$290.00**
MB	**89635**	**16645**		**PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC**		**Check**
			E 01 005 110 302 370 000	Lease		$910.23
PO#:	**Voucher #:**	**112507**	Invoice	**Invoice No:** 3107701894	**3/9/2026**	**Paid Amt:** **$910.23**
						Check Amount: **$910.23**
MB	**89636**	**12141**	**INSTR**	**REGION 6A INSTRUMENTAL CONTEST**		**Check**
			E 01 300 258 000 369 000	Entry Fees/Student Travel		$125.00
PO#:	**Voucher #:**	**112501**	Invoice	**Invoice No:** 030526	**3/9/2026**	**Paid Amt:** **$125.00**
						Check Amount: **$125.00**
MB	**89637**	**12141**	**vocal**	**REGION 6A VOCAL CONTEST**		**Check**
			E 01 300 259 000 369 000	Entry Fees/Student Travel		$425.00
			E 01 300 259 000 369 000	Entry Fees/Student Travel		$30.00
PO#:	**Voucher #:**	**112500**	Invoice	**Invoice No:** 030526	**3/9/2026**	**Paid Amt:** **$455.00**
						Check Amount: **$455.00**

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89638**	**12141**		**REGION 6A, MSHSL**		**Check**
			R 01 300 289 000 060 000	Section GBB		$4,030.00
PO#:	**Voucher #:**	**112499**	Invoice	**Invoice No:** 030526	**3/9/2026**	**Paid Amt:** **$4,030.00**
						Check Amount: **$4,030.00**
MB	**89639**	**15412**		**AFLAC TRADITIONAL AND DIRECT**		**Check**
			B 01 215 029	Supplemental Insurance-Voluntary		$397.99
PO#:	**Voucher #:**	**112508**	Invoice	**Invoice No:** 275825	**3/12/2026**	**Paid Amt:** **$397.99**
						Check Amount: **$397.99**
MB	**89640**	**14911**		**REMIT2 AMAZON CAPITAL SERVICES**		**Check**
			E 01 300 294 000 401 504	foam golf balls		$25.99
			E 01 300 296 000 401 514	foam golf balls		$25.99
			E 01 300 294 000 401 504	range balls		$49.99
			E 01 300 296 000 401 514	range balls		$49.99
			E 01 300 296 000 401 514	five gallon buckets		$11.99
			E 01 300 294 000 401 504	five gallon buckets		$12.00
			E 01 300 294 000 401 504	golf pressure plate		$29.98
			E 01 300 296 000 401 514	golf pressure plate		$29.98
			E 01 300 296 000 401 514	Freight		$8.00
			E 01 300 294 000 401 504	Freight		$8.00
PO#: 51472	**Voucher #:**	**112509**	Invoice	**Invoice No:** 1Y1M-MC4J-GR4Q	**3/12/2026**	**Paid Amt:** **$251.91**
			E 01 300 296 000 401 517	NFHS - SB12 - 12" Yellow Leather Cover		$630.90
PO#: 51442	**Voucher #:**	**112515**	Invoice	**Invoice No:** 1LDL-76VQ-9KJN	**3/12/2026**	**Paid Amt:** **$630.90**
			E 01 005 810 000 410 000	10 pack lockdown magnetic strips		$17.39
PO#: 51467	**Voucher #:**	**112511**	Invoice	**Invoice No:** 1GKT-3D33-74TC	**3/12/2026**	**Paid Amt:** **$17.39**
			E 01 300 260 000 430 000	3/16" ID Silicon Tubing, Food Grade Silicon Tu		$26.98
			E 01 300 260 000 430 000	DERPIPR Food Grade Silicone Tubing - 1/4" I		$23.99
			E 01 300 260 000 430 000	PYREX 9 mL Test Tubes, 13x100 mm 9800-13		$51.27
PO#: 51437	**Voucher #:**	**112516**	Invoice	**Invoice No:** 1KR9-GX7K-9N19	**3/12/2026**	**Paid Amt:** **$102.24**
			E 01 100 201 000 430 000	hand2mind Elkonin Box Floor Mat Activity Set		$32.49
			E 01 100 201 000 401 000	6 Pack Classroom Caddy with Handle - white		$35.99
			E 01 100 201 000 401 000	AFMAT Electric Pencil Sharpener		$36.99
			E 01 100 201 000 430 000	Squishy Sensory Fidget		$14.99
			E 01 100 201 000 430 000	20 Pack LCD Writing Tablets		$37.99
			E 01 100 201 000 430 000	CVC Magnets Word Games		$15.19
PO#: 51466	**Voucher #:**	**112512**	Invoice	**Invoice No:** 16NR-4HHK-9RCC	**3/12/2026**	**Paid Amt:** **$173.64**
			E 01 100 620 000 470 000	Birdy		$17.99
PO#: 51159	**Voucher #:**	**112518**	Invoice	**Invoice No:** 1MJC-VHM9-D9J1	**3/12/2026**	**Paid Amt:** **$17.99**

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Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date		Pmt Type		
MB	**89640**	**14911**	**REMIT2**	**AMAZON CAPITAL SERVICES**										**Check**		
				E	01	100	408	740	401	000		ComfiLife Lumbar Support Back Pillow Office (	$37.45			
				E	01	100	408	740	401	000		Nulea Wireless Ergonomic Keyboard, Split Ke	$52.99			
				E	01	100	408	740	433	000		Visual Edge - Slant Board for Writing	$125.25			
				E	01	100	408	740	401	000		Noise Reduction Ear Protection Ear Muffs	$49.95			
				E	01	100	408	740	433	000		Didax 211015 Subitizing Dry-Erase Activity Ca	$9.99			
				E	01	100	408	740	433	000		SCRIBBLEDO Number Bonds 9”x12” Small W	$9.79			
PO#: 51473		**Voucher #:**	**112560**	Invoice				**Invoice No:**			1YX6-CDJQ-J1R7	**3/12/2026**		**Paid Amt:**		**$285.42**
				E	01	100	411	740	401	000		Bostitch Office Professional Magnetic Easy St	$9.99			
				E	01	100	411	740	401	000		Paper Clips, 100Pcs, 2-inch Large, Assorted C	$4.99			
				E	01	100	411	740	401	000		Mr. Pen - Plastic Clipboard, 12.5" x 9", 2-pack,	$6.99			
				E	01	100	411	740	433	000		Special Supplies Mini Loop Scissors for Childr	$13.99			
				E	01	100	411	740	433	000		Elmer's Disappearing Purple School Glue Stic	$9.97			
				E	01	100	411	740	401	000		Scotch Magic Tape, Invisible, 12 Rolls	$19.99			
				E	01	100	411	740	401	000		360 Pivotable 3-Rig Binder, 6-Pack Assorted C	$32.99			
				E	01	100	411	740	433	000		Visual Timer for Kids with Pause Function, Gre	$14.98			
				E	01	100	411	740	433	000		Visual Timer for Kids with Pause Function, Pin	$14.98			
				E	01	100	411	740	433	000		Visual Timer for Kids with Pause Function, Pur	$14.98			
				E	01	100	411	740	433	000		Visual Timer for Kids with Pause Function, Blu	$17.99			
				E	01	100	411	740	401	000		Ear Muffs for Noise Reduction, 3-Pack	$32.99			
				E	01	100	411	740	401	000		Ammex Clear Vinyl Disposable Exam/Medical	$68.75			
				E	01	100	411	740	401	000		Pampers Baby Wipes, 12 Flip-Top Packs - 10(	$29.94			
				E	01	100	411	740	433	000		Crayola Construction Paper Bulk Pack, 480 Sh	$11.76			
				E	01	100	411	740	401	000		Scotch Thermal Laminating Pouches, 100-Pac	$14.10			
				E	01	100	411	740	433	000		Finger Crayons for Toddlers, 12 Colors	$9.99			
				E	01	100	411	740	401	000		Duracell Coppertop AA Batteries with Power B	$20.50			
PO#: 51464		**Voucher #:**	**112617**	Invoice				**Invoice No:**			131H-4T31-J4MD	**3/12/2026**		**Paid Amt:**		**$349.87**
				E	01	100	620	000	470	000		Investigators: Agents of SUIT: Sew Much Troul	$11.76			
PO#: 51247		**Voucher #:**	**112517**	Invoice				**Invoice No:**			197X-WGQX-9LX7	**3/12/2026**		**Paid Amt:**		**$11.76**
				E	01	100	620	000	470	000		Lily to the Rescure Lost Little Leopard	$5.99			
				E	01	100	620	000	470	000		Pizza and Taco Go Viral	$7.99			
				E	01	100	620	000	470	000		Amari and the Metalwork Menace	$16.00			
				E	01	100	620	000	470	000		Every Monday Mabel	$19.99			
				E	01	100	620	000	470	000		The Canyon's Edge	$9.99			
				E	01	100	620	000	470	000		Dust	$12.94			
				E	01	100	620	000	470	000		Stink: The Big Bad Badgers	$6.85			
				E	01	100	620	000	470	000		Stink: Superhero Superfan	$5.90			

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Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date		Pmt Type	
MB	**89640**	**14911**	**REMIT2**	**AMAZON CAPITAL SERVICES**										**Check**	
			E	01	100	620	000	470	000		Stink and the Attack of the Slime Mold	$5.58			
			E	01	100	620	000	470	000		The Heroes of Olympus, Book Three	$17.34			
			E	01	100	620	000	470	000		Stink and the Hairy Scary Spider	$5.57			
			E	01	100	620	000	470	000		Millie	$9.18			
			E	01	100	620	000	470	000		Stink and the Hairy Scary Spider	$5.99			
PO#: 51439		**Voucher #:**	**112514**	Invoice						**Invoice No:**	1RT9-PKJ4-MDY4	**3/12/2026**		**Paid Amt:**	**$129.31**
			E	01	100	620	000	470	000		How to save a Tortoise	$6.99			
PO#: 51247		**Voucher #:**	**112653**	Invoice						**Invoice No:**	1PYY-1JCD-CRJ1	**3/12/2026**		**Paid Amt:**	**$6.99**
			E	01	100	620	000	470	000		Rise of Titans Pegasus	$16.65			
			E	01	100	620	000	470	000		DYMO LetraTag 100H Plus Handheld Label M	$29.98			
			E	01	100	620	000	470	000		Goat's Boat Won't Float	$18.99			
			E	01	100	620	000	470	000		Amazon Basic Cardstock Paper	$12.43			
			E	01	100	620	000	470	000		What are the Winter Olympics?	$6.39			
			E	01	100	620	000	470	000		What are the Summer Olympics?	$5.49			
			E	01	100	620	000	470	000		Sophie Mouse books	$32.50			
			E	01	100	620	000	470	000		Sophie Mouse Maple Festival	$6.99			
			E	01	100	620	000	470	000		The Academy IV	$7.49			
			E	01	100	620	000	470	000		The Academy III	$13.97			
			E	01	100	620	000	470	000		The Academy II	$11.99			
			E	01	100	620	000	470	000		The Academy	$10.80			
			E	01	100	620	000	470	000		Fairy Scout Friends books	$15.98			
			E	01	100	620	000	470	000		Lily's Dream	$9.49			
			E	01	100	620	000	470	000		Fairies Welcome books	$13.98			
			E	01	100	620	000	470	000		How to Catch a Groundhog	$8.30			
PO#: 51424		**Voucher #:**	**112513**	Invoice						**Invoice No:**	13CN-C6GV-FNJH	**3/12/2026**		**Paid Amt:**	**$221.42**
			E	01	100	206	000	430	000		painting paper	$30.20			
			E	01	100	206	000	430	000		purple construction paper	$5.59			
			E	01	100	206	000	430	000		white constraction paper	$16.45			
			E	01	100	206	000	430	000		blue paper	$13.44			
			E	01	100	206	000	430	000		glue	$19.94			
			E	01	100	206	000	430	000		expo	$31.99			
PO#: 51471		**Voucher #:**	**112565**	Invoice						**Invoice No:**	1GXJ-KNCY-HKXY	**3/12/2026**		**Paid Amt:**	**$117.61**
			R	01	300	299	000	619	000		Concessions Cost of Sales	$120.26			
PO#:		**Voucher #:**	**112536**	Invoice						**Invoice No:**	1CMM-PJ34-DTLJ	**3/12/2026**		**Paid Amt:**	**$120.26**
			E	01	100	620	000	470	000		The End of Olympus Pegasus	$16.91			

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Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	89640	14911		REMIT2 AMAZON CAPITAL SERVICES		Check
			E 01 100 620 000 470 000	The Academy V and VI		$14.99
PO#: 51424	Voucher #:	112510	Invoice	Invoice No: 1GWQ-VGMC-MXVR	3/12/2026	Paid Amt: $31.90
						Check Amount: $2,468.61
MB	89641	10914		BARNESVILLE BOOSTER CLUB		Check
			E 01 300 299 000 305 000	Fees For Services		$3,189.51
PO#:	Voucher #:	112655	Invoice	Invoice No: 022826	3/12/2026	Paid Amt: $3,189.51
			E 01 300 299 000 305 000	Fees For Services		$1,948.34
PO#:	Voucher #:	112654	Invoice	Invoice No: 030126	3/12/2026	Paid Amt: $1,948.34
						Check Amount: $5,137.85
MB	89642	10685		BARNESVILLE BUS COMPANY, INC.		Check
			E 01 300 294 733 360 503	Boys Basketball		$2,423.50
			E 01 300 298 733 360 000	PaY		$944.50
			E 01 300 296 733 360 513	Girls Basketball		$3,404.25
			E 01 300 294 733 360 506	Wrestling		$3,007.25
			E 01 300 218 388 360 000	Knowledge Bowl		$466.00
PO#:	Voucher #:	112541	Invoice	Invoice No: Feb 26 Extra	3/12/2026	Paid Amt: $10,245.50
			E 01 005 105 000 305 000	Drug/Alcohol Tests		$180.00
PO#:	Voucher #:	112542	Invoice	Invoice No: 9167	3/12/2026	Paid Amt: $180.00
			E 04 005 582 344 360 000	Preschool Busing		$2,850.00
PO#:	Voucher #:	112539	Invoice	Invoice No: Feb 26 PS	3/12/2026	Paid Amt: $2,850.00
			E 01 005 760 720 360 000	Camera Charge (50%)		$100.00
PO#:	Voucher #:	112543	Invoice	Invoice No: Feb camera	3/12/2026	Paid Amt: $100.00
			E 01 005 760 720 442 000	Gasoline		$1,407.92
			E 01 005 760 720 442 000	Gasoline		$1,801.13
PO#:	Voucher #:	112544	Invoice	Invoice No: Feb 26 Fuel	3/12/2026	Paid Amt: $3,209.05
			E 01 005 760 713 360 000	Open Enrollment Transportation		$7,752.00
PO#:	Voucher #:	112538	Invoice	Invoice No: Feb 26 OE	3/12/2026	Paid Amt: $7,752.00
			E 01 005 760 733 305 000	Fees For Services		$120.00
PO#:	Voucher #:	112540	Invoice	Invoice No: Feb 26 eval	3/12/2026	Paid Amt: $120.00
						Check Amount: $24,456.55
MB	89643	10685		BARNESVILLE BUS COMPANY, INC.		Check
			E 01 005 760 720 360 000	Monthly Fee		$59,250.00
PO#:	Voucher #:	112537	Invoice	Invoice No: March 2026	3/12/2026	Paid Amt: $59,250.00
						Check Amount: $59,250.00

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Bank	Check No	Code	Rcd	Vendor		Pmt/Void Date	Pmt Type		
MB	**89644**	**12156**		**BARNESVILLE C-STORE**			**Check**		
				E 01 005 810 000 442 000	Gasoline		$33.77		
PO#:	**Voucher #:**	**112530**	Invoice	**Invoice No:** 5723-2		**3/12/2026**		**Paid Amt:**	**$33.77**
				E 01 005 760 733 442 000	Gasoline		$43.90		
PO#:	**Voucher #:**	**112528**	Invoice	**Invoice No:** 5226-1		**3/12/2026**		**Paid Amt:**	**$43.90**
				E 01 005 810 000 442 000	Gasoline		$43.26		
PO#:	**Voucher #:**	**112532**	Invoice	**Invoice No:** 6219-2		**3/12/2026**		**Paid Amt:**	**$43.26**
				E 01 005 760 733 442 000	Gasoline		$17.28		
PO#:	**Voucher #:**	**112525**	Invoice	**Invoice No:** 4434-1		**3/12/2026**		**Paid Amt:**	**$17.28**
				E 01 005 760 733 442 000	Gasoline		$46.02		
PO#:	**Voucher #:**	**112524**	Invoice	**Invoice No:** 4224-1		**3/12/2026**		**Paid Amt:**	**$46.02**
				E 01 005 760 733 442 000	Gasoline		$44.44		
PO#:	**Voucher #:**	**112521**	Invoice	**Invoice No:** 3746-2		**3/12/2026**		**Paid Amt:**	**$44.44**
				E 01 005 810 000 442 000	Gasoline		$34.62		
PO#:	**Voucher #:**	**112529**	Invoice	**Invoice No:** 6207-2		**3/12/2026**		**Paid Amt:**	**$34.62**
				E 01 005 810 000 442 000	Gasoline		$40.50		
PO#:	**Voucher #:**	**112535**	Invoice	**Invoice No:** 6768-2		**3/12/2026**		**Paid Amt:**	**$40.50**
				E 01 005 810 000 442 000	Gasoline		$21.32		
PO#:	**Voucher #:**	**112534**	Invoice	**Invoice No:** 6725-2		**3/12/2026**		**Paid Amt:**	**$21.32**
				E 01 005 760 733 442 000	Gasoline		$18.14		
PO#:	**Voucher #:**	**112523**	Invoice	**Invoice No:** 3629-1		**3/12/2026**		**Paid Amt:**	**$18.14**
				E 01 005 760 733 442 000	Gasoline		$30.81		
PO#:	**Voucher #:**	**112527**	Invoice	**Invoice No:** 5121-1		**3/12/2026**		**Paid Amt:**	**$30.81**
				E 01 005 810 000 442 000	Gasoline		$44.67		
PO#:	**Voucher #:**	**112531**	Invoice	**Invoice No:** 6484-1		**3/12/2026**		**Paid Amt:**	**$44.67**
				E 01 005 810 000 442 000	Gasoline		$47.05		
PO#:	**Voucher #:**	**112519**	Invoice	**Invoice No:** 3620-2		**3/12/2026**		**Paid Amt:**	**$47.05**
				E 01 005 811 000 442 000	Gasoline		$31.56		
PO#:	**Voucher #:**	**112520**	Invoice	**Invoice No:** 3174-1		**3/12/2026**		**Paid Amt:**	**$31.56**
				E 01 005 810 000 442 000	Gasoline		$45.44		
PO#:	**Voucher #:**	**112533**	Invoice	**Invoice No:** 6566-2		**3/12/2026**		**Paid Amt:**	**$45.44**
				E 01 005 760 733 401 000	Car Wash		$11.00		
PO#:	**Voucher #:**	**112526**	Invoice	**Invoice No:** 4435-1		**3/12/2026**		**Paid Amt:**	**$11.00**
				E 01 005 760 733 442 000	Gasoline		$33.92		
PO#:	**Voucher #:**	**112522**	Invoice	**Invoice No:** 3515-1		**3/12/2026**		**Paid Amt:**	**$33.92**
								Check Amount:	**$587.70**

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Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89645**	**16618**		**BARNESVILLE DRUG & HARDWARE**		**Check**
			E 01 005 810 000 410 000	Custodial Supplies		$15.18
PO#:	**Voucher #:**	**112545**	Invoice	**Invoice No:** 260987	**3/12/2026**	**Paid Amt:** **$15.18**
			E 01 005 811 000 420 000	Pallet Sidewalk Salt		$881.51
PO#:	**Voucher #:**	**112546**	Invoice	**Invoice No:** 260703	**3/12/2026**	**Paid Amt:** **$881.51**
			E 01 005 811 000 420 000	Pallet Sidewalk Salt		$881.51
PO#:	**Voucher #:**	**112547**	Invoice	**Invoice No:** 262582	**3/12/2026**	**Paid Amt:** **$881.51**
			E 01 005 810 000 410 000	Custodial Supplies		$7.12
PO#:	**Voucher #:**	**112548**	Invoice	**Invoice No:** 261631	**3/12/2026**	**Paid Amt:** **$7.12**
			E 01 005 810 000 410 000	Custodial Supplies		$37.98
PO#:	**Voucher #:**	**112549**	Invoice	**Invoice No:** 261548	**3/12/2026**	**Paid Amt:** **$37.98**
						Check Amount: **$1,823.30**
MB	**89646**	**10013**		**BARNESVILLE GROCERY**		**Check**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$64.35
PO#:	**Voucher #:**	**112659**	Invoice	**Invoice No:** 9906	**3/12/2026**	**Paid Amt:** **$64.35**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$66.46
PO#:	**Voucher #:**	**112657**	Invoice	**Invoice No:** 4055	**3/12/2026**	**Paid Amt:** **$66.46**
			E 02 005 770 701 490 000	Food		$4.39
PO#:	**Voucher #:**	**112551**	Invoice	**Invoice No:** 001072661226	**3/12/2026**	**Paid Amt:** **$4.39**
			E 01 300 406 740 433 000	Indiv Instruct Mat'l		$10.45
PO#:	**Voucher #:**	**112550**	Invoice	**Invoice No:** Feb 26 Sped	**3/12/2026**	**Paid Amt:** **$10.45**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$44.80
PO#:	**Voucher #:**	**112658**	Invoice	**Invoice No:** 9380	**3/12/2026**	**Paid Amt:** **$44.80**
						Check Amount: **$190.45**
MB	**89647**	**10025**		**BARNESVILLE RECORD-REVIEW**		**Check**
			E 01 005 010 000 380 000	Minutes		$1,118.70
			E 01 005 010 000 380 000	Ads		$480.00
PO#:	**Voucher #:**	**112552**	Invoice	**Invoice No:** 022826	**3/12/2026**	**Paid Amt:** **$1,598.70**
						Check Amount: **$1,598.70**
MB	**89648**	**17904**		**BARNINGHAM, ANGELICA A**		**Check**
			E 04 005 505 321 305 000	TKD		$952.50
PO#:	**Voucher #:**	**112674**	Invoice	**Invoice No:** 031126	**3/12/2026**	**Paid Amt:** **$952.50**
						Check Amount: **$952.50**
MB	**89649**	**17854**	**REMIT**	**CINTAS CORP**		**Check**
			E 02 005 770 701 382 000	Laundry/Dry Cleaning		$51.95
PO#:	**Voucher #:**	**112677**	Invoice	**Invoice No:** 4259691912	**3/12/2026**	**Paid Amt:** **$51.95**

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	89649	17854	REMIT	CINTAS CORP		Check
			E 02 005 770 701 382 000	Laundry/Dry Cleaning		$58.58
PO#:	Voucher #:	112678	Invoice	Invoice No: 4259691870	3/12/2026	Paid Amt: $58.58
			E 02 005 770 701 382 000	Laundry/Dry Cleaning		$91.46
PO#:	Voucher #:	112679	Invoice	Invoice No: 4260445299	3/12/2026	Paid Amt: $91.46
			E 02 005 770 701 382 000	Laundry/Dry Cleaning		$58.58
PO#:	Voucher #:	112680	Invoice	Invoice No: 4258178267	3/12/2026	Paid Amt: $58.58
			E 02 005 770 701 382 000	Laundry/Dry Cleaning		$51.95
PO#:	Voucher #:	112681	Invoice	Invoice No: 4260445315	3/12/2026	Paid Amt: $51.95
			E 02 005 770 701 382 000	Laundry/Dry Cleaning		$51.95
PO#:	Voucher #:	112682	Invoice	Invoice No: 4258178131	3/12/2026	Paid Amt: $51.95
						Check Amount: $364.47
MB	89650	10001		CITY OF BARNESVILLE		Check
			E 01 005 810 000 332 000	Electricity		$13,821.85
			E 01 005 810 000 331 000	Water-Sewage		$1,435.83
			E 04 005 505 321 320 000	Communication		$34.78
			E 01 005 810 000 320 000	Communication		$835.24
PO#:	Voucher #:	112553	Invoice	Invoice No: 10147222	3/12/2026	Paid Amt: $16,127.70
						Check Amount: $16,127.70
MB	89651	16568		COCA-COLA BOTTLING COMPANY HIGH COUNTRY		Check
			E 02 005 770 707 490 000	Food		$104.00
PO#:	Voucher #:	112556	Invoice	Invoice No: 5385041	3/12/2026	Paid Amt: $104.00
						Check Amount: $104.00
MB	89652	16568	CONC	COCA-COLA BOTTLING COMPANY HIGH COUNTRY		Check
			R 01 300 299 000 619 000	Concessions Cost of Sales		$1,211.50
PO#:	Voucher #:	112554	Invoice	Invoice No: 5385044	3/12/2026	Paid Amt: $1,211.50
			R 01 300 299 000 619 000	Concessions Cost of Sales		$1,409.50
PO#:	Voucher #:	112555	Invoice	Invoice No: 5352565	3/12/2026	Paid Amt: $1,409.50
						Check Amount: $2,621.00
MB	89653	16937		COLE PAPERS INC		Check
			E 02 005 770 701 401 000	General Supplies		$423.81
PO#:	Voucher #:	112667	Invoice	Invoice No: 10694712	3/12/2026	Paid Amt: $423.81
			E 02 005 770 701 401 000	General Supplies		$291.61
PO#:	Voucher #:	112557	Invoice	Invoice No: 10687210	3/12/2026	Paid Amt: $291.61
			E 02 005 770 701 401 000	General Supplies		$400.40
PO#:	Voucher #:	112558	Invoice	Invoice No: 10691210	3/12/2026	Paid Amt: $400.40

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89653**	**16937**		**COLE PAPERS INC**		**Check**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$588.21
PO#:	**Voucher #:**	**112559**	Invoice	**Invoice No:** 10691211	**3/12/2026**	**Paid Amt:** **$588.21**
						Check Amount: **$1,704.03**
MB	**89654**	**14678**		**EHLERS**		**Check**
			E 01 005 110 000 305 000	Budget Projection Model		$2,850.00
PO#: 51460	**Voucher #:**	**112561**	Invoice	**Invoice No:** 105061	**3/12/2026**	**Paid Amt:** **$2,850.00**
			E 01 005 110 000 305 000	Benchmarking Model		$1,900.00
PO#: 51460	**Voucher #:**	**112562**	Invoice	**Invoice No:** 105060	**3/12/2026**	**Paid Amt:** **$1,900.00**
			E 01 005 110 000 305 000	Enrollment Projection Model		$800.00
PO#: 51460	**Voucher #:**	**112563**	Invoice	**Invoice No:** 105062	**3/12/2026**	**Paid Amt:** **$800.00**
						Check Amount: **$5,550.00**
MB	**89655**	**15730**		**ESSENTIA HEALTH**		**Check**
			E 01 300 790 000 305 000	monthly sports medicine agreement		$125.00
PO#:	**Voucher #:**	**112564**	Invoice	**Invoice No:** CINV-00002965	**3/12/2026**	**Paid Amt:** **$125.00**
						Check Amount: **$125.00**
MB	**89656**	**10052**		**FARMERS COOPERATIVE OIL CO**		**Check**
			E 01 005 760 733 442 000	Gasoline		$47.01
PO#:	**Voucher #:**	**112578**	Invoice	**Invoice No:** 3937-1	**3/12/2026**	**Paid Amt:** **$47.01**
			E 01 005 760 733 442 000	Gasoline		$20.21
PO#:	**Voucher #:**	**112580**	Invoice	**Invoice No:** 4030-1	**3/12/2026**	**Paid Amt:** **$20.21**
			E 01 005 760 733 442 000	Gasoline		$50.04
PO#:	**Voucher #:**	**112583**	Invoice	**Invoice No:** 9068-2	**3/12/2026**	**Paid Amt:** **$50.04**
			E 01 005 760 733 442 000	Gasoline		$34.51
PO#:	**Voucher #:**	**112582**	Invoice	**Invoice No:** 8930-2	**3/12/2026**	**Paid Amt:** **$34.51**
			E 01 005 760 733 442 000	Gasoline		$39.60
PO#:	**Voucher #:**	**112576**	Invoice	**Invoice No:** 7377-2	**3/12/2026**	**Paid Amt:** **$39.60**
			E 01 005 760 733 442 000	Gasoline		$28.24
PO#:	**Voucher #:**	**112569**	Invoice	**Invoice No:** 8294-1	**3/12/2026**	**Paid Amt:** **$28.24**
			E 01 005 760 733 442 000	Gasoline		$54.55
PO#:	**Voucher #:**	**112573**	Invoice	**Invoice No:** 685-1	**3/12/2026**	**Paid Amt:** **$54.55**
			E 01 005 760 733 442 000	Gasoline		$14.93
PO#:	**Voucher #:**	**112577**	Invoice	**Invoice No:** 3845-1	**3/12/2026**	**Paid Amt:** **$14.93**
			E 01 005 760 733 442 000	Gasoline		$48.09
PO#:	**Voucher #:**	**112566**	Invoice	**Invoice No:** 2738-2	**3/12/2026**	**Paid Amt:** **$48.09**
			E 01 005 760 733 442 000	Gasoline		$24.40
PO#:	**Voucher #:**	**112567**	Invoice	**Invoice No:** 7541-1	**3/12/2026**	**Paid Amt:** **$24.40**

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Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89656**	**10052**		**FARMERS COOPERATIVE OIL CO**		**Check**
			E 01 005 760 733 442 000	Gasoline		$58.11
PO#:	**Voucher #:**	**112571**	Invoice	**Invoice No:** 66-1	**3/12/2026**	**Paid Amt:** **$58.11**
			E 01 005 760 733 442 000	Gasoline		$54.71
PO#:	**Voucher #:**	**112570**	Invoice	**Invoice No:** 8769-1	**3/12/2026**	**Paid Amt:** **$54.71**
			E 01 005 760 733 442 000	Gasoline		$26.74
PO#:	**Voucher #:**	**112581**	Invoice	**Invoice No:** 4142-1	**3/12/2026**	**Paid Amt:** **$26.74**
			E 01 005 760 733 442 000	Gasoline		$29.27
PO#:	**Voucher #:**	**112579**	Invoice	**Invoice No:** 4027-1	**3/12/2026**	**Paid Amt:** **$29.27**
			E 01 005 760 733 442 000	Gasoline		$38.95
PO#:	**Voucher #:**	**112572**	Invoice	**Invoice No:** 5674-2	**3/12/2026**	**Paid Amt:** **$38.95**
			E 01 005 760 733 442 000	Gasoline		$53.70
PO#:	**Voucher #:**	**112568**	Invoice	**Invoice No:** 8079-1	**3/12/2026**	**Paid Amt:** **$53.70**
			E 01 005 760 733 442 000	Gasoline		$53.95
PO#:	**Voucher #:**	**112574**	Invoice	**Invoice No:** 6753-2	**3/12/2026**	**Paid Amt:** **$53.95**
			E 01 005 760 733 442 000	Gasoline		$51.29
PO#:	**Voucher #:**	**112575**	Invoice	**Invoice No:** 2647-1	**3/12/2026**	**Paid Amt:** **$51.29**
						Check Amount: **$728.30**
MB	**89657**	**16836**		**FFA**		**Check**
			E 01 300 299 000 305 000	Fees For Services		$797.26
PO#:	**Voucher #:**	**112656**	Invoice	**Invoice No:** 030526	**3/12/2026**	**Paid Amt:** **$797.26**
						Check Amount: **$797.26**
MB	**89658**	**15413**	**remit**	**FIDELITY SECURITY LIFE**		**Check**
			B 01 215 031	Vision Premium		$552.79
PO#:	**Voucher #:**	**112676**	Invoice	**Invoice No:** 3298758	**3/12/2026**	**Paid Amt:** **$552.79**
						Check Amount: **$552.79**
MB	**89659**	**10060**		**FUCHS SANITATION, INC**		**Check**
			E 01 005 810 000 330 000	Garbage		$1,406.85
PO#:	**Voucher #:**	**112584**	Invoice	**Invoice No:** 2603020226244	**3/12/2026**	**Paid Amt:** **$1,406.85**
						Check Amount: **$1,406.85**
MB	**89660**	**15466**	**remit**	**GAMETIME**		**Check**
			E 01 005 811 000 420 000	handhold assembly for playground		$237.47
PO: 51478	**Voucher #:**	**112585**	Invoice	**Invoice No:** INV-00101688	**3/12/2026**	**Paid Amt:** **$237.47**
						Check Amount: **$237.47**

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	89661	16539		GENERAL PARTS LLC		Check
			E 02 005 770 701 350 000	combi oven repair		$302.95
PO#: 51479	Voucher #:	112683	Invoice	Invoice No: 6685458	3/12/2026	Paid Amt: $302.95
			E 01 005 812 000 350 000	replaced thermocouple		$249.05
PO#: 51468	Voucher #:	112586	Invoice	Invoice No: 6683267	3/12/2026	Paid Amt: $249.05
						Check Amount: $552.00
MB	89662	12255	REMIT	GOPHER		Check
			E 01 300 240 000 430 000	58-187 offical kickball 8.5"		$63.90
			E 01 300 240 000 430 000	58-065 official kickball 10"		$78.14
			E 01 300 240 000 430 000	51-008 Gopher Rainbow G1000 Twin-Shaft St		$889.56
			E 01 300 240 000 430 000	53-480 Gopher S1 Recreational Shuttlecocks		$38.98
			E 01 300 240 000 430 000	rounding		($0.01)
PO#: 51475	Voucher #:	112587	Invoice	Invoice No: IN499474	3/12/2026	Paid Amt: $1,070.57
						Check Amount: $1,070.57
MB	89663	17629		HOBART SALES & SERVICE		Check
			E 02 005 770 701 350 000	fixed dishwasher		$220.00
PO#: 51487	Voucher #:	112588	Invoice	Invoice No: MB973340	3/12/2026	Paid Amt: $220.00
						Check Amount: $220.00
MB	89664	15388	remit	INNOVATIVE OFFICE SOLUTIONS LLC		Check
			E 01 100 208 000 430 000	MMMLS854SS10 LAMINATOR,SHEETS,GLS		$37.65
			E 01 100 208 000 430 000	MMM260024A TAPE,MASK,1"X60YDS, 9rl/pa		$15.48
			E 01 100 208 000 430 000	UNVPT14019 TAPE,MASKING,3/4",2PK,BE		$12.13
			E 01 100 208 000 430 000	PAC101199 CARD,STOCK,250/PK,AST		$43.16
			E 01 100 208 000 430 000	CYO542016044 PAINT,WSHBL,16OZ,GN		$15.68
			E 01 100 208 000 430 000	PAC8707 PAPER,CNST,12X18,50PK,BRW		$49.25
			E 01 100 208 000 430 000	CYO542016051 PAINT,WSHBL,16OZ,BK		$23.52
			E 01 100 208 000 430 000	CYO542016007 PAINT,WSHBL,16OZ,BR		$11.76
			E 01 100 208 000 430 000	CYO543115036 PAINT,TMPRA,ARTSTA II,OF		$14.12
PO#: 51488	Voucher #:	112666	Invoice	Invoice No: IN5074643	3/12/2026	Paid Amt: $222.75
						Check Amount: $222.75
MB	89665	12685	REMIT	JW PEPPER & SON INC.		Check
			E 01 300 259 000 430 000	Sheet Music (Rainbow)		$4.30
			E 01 300 259 000 430 000	Sheet Music (Colors of the Wind)		$55.00
			E 01 300 259 000 430 000	Sheet Music (Colors of the Wind)		$4.30
			E 01 300 259 000 430 000	Sheet Music (Black or White)		$21.45
			E 01 300 259 000 430 000	Sheet Music (Over the Rainbow)		$49.35
			E 01 300 259 000 430 000	Shipping (2 Day)		$36.99

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Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89665**	**12685**	**REMIT**	**JW PEPPER & SON INC.**		**Check**
			E 01 300 259 000 430 000	Sheet Music (Rainbow)		$43.00
PO#: 51457	**Voucher #:**	**112589**	Invoice	**Invoice No:** 368332941	**3/12/2026**	**Paid Amt:** **$214.39**
			E 01 300 259 000 430 000	Sheet Music (Black or White)		$21.45
			E 01 300 259 000 430 000	Sheet Music (Golden)		$55.00
PO#: 51457	**Voucher #:**	**112684**	Invoice	**Invoice No:** 368401933	**3/12/2026**	**Paid Amt:** **$76.45**
						Check Amount: **$290.84**
MB	**89666**	**17892**	**REMIT**	**KELLY SERVICES INC**		**Check**
			E 01 100 203 000 305 000	Elementary Substitute Teachers		$4,215.15
			E 01 300 211 000 305 000	HS Substitute Teachers		$1,852.50
PO#:	**Voucher #:**	**112590**	Invoice	**Invoice No:** 5614855703	**3/12/2026**	**Paid Amt:** **$6,067.65**
						Check Amount: **$6,067.65**
MB	**89667**	**16348**	**remit**	**KEMPS LLC**		**Check**
			E 02 005 770 701 495 000	Milk		$544.48
PO#:	**Voucher #:**	**112635**	Invoice	**Invoice No:** 6199832	**3/12/2026**	**Paid Amt:** **$544.48**
			E 02 005 770 701 495 000	Milk		$317.85
			E 02 005 770 701 490 000	Food		$22.78
PO#:	**Voucher #:**	**112636**	Invoice	**Invoice No:** 6205318	**3/12/2026**	**Paid Amt:** **$340.63**
			E 02 005 770 701 495 000	Milk		$435.45
PO#:	**Voucher #:**	**112637**	Invoice	**Invoice No:** 6194032	**3/12/2026**	**Paid Amt:** **$435.45**
			E 02 005 770 701 495 000	Milk		$285.30
PO#:	**Voucher #:**	**112591**	Invoice	**Invoice No:** 6197618	**3/12/2026**	**Paid Amt:** **$285.30**
			E 02 005 770 701 495 000	Milk		$116.85
			R 01 300 299 000 619 000	Concessions Cost of Sales		$119.32
PO#:	**Voucher #:**	**112593**	Invoice	**Invoice No:** 6202505	**3/12/2026**	**Paid Amt:** **$236.17**
			E 02 005 770 701 495 000	Milk		$733.61
			E 02 005 770 701 490 000	Food		$22.78
PO#:	**Voucher #:**	**112594**	Invoice	**Invoice No:** 6183706	**3/12/2026**	**Paid Amt:** **$756.39**
			E 02 005 770 701 495 000	Milk		$502.50
			E 02 005 770 701 490 000	Food		$46.46
PO#:	**Voucher #:**	**112595**	Invoice	**Invoice No:** 6178200	**3/12/2026**	**Paid Amt:** **$548.96**
			E 02 005 770 701 495 000	Milk		$365.41
			E 02 005 770 701 490 000	Food		$23.68
PO#:	**Voucher #:**	**112596**	Invoice	**Invoice No:** 6171822	**3/12/2026**	**Paid Amt:** **$389.09**
			E 02 005 770 701 495 000	Milk		$670.00
PO#:	**Voucher #:**	**112597**	Invoice	**Invoice No:** 6166380	**3/12/2026**	**Paid Amt:** **$670.00**

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89667**	**16348**	**remit**	**KEMPS LLC**		**Check**
			E 02 005 770 701 495 000	Milk		$268.50
PO#:	**Voucher #:**	**112598**	Invoice	**Invoice No:** 6187994	**3/12/2026**	**Paid Amt:** **$268.50**
			E 02 005 770 701 495 000	Milk		$83.90
PO#:	**Voucher #:**	**112599**	Invoice	**Invoice No:** 6183683	**3/12/2026**	**Paid Amt:** **$83.90**
			E 02 005 770 701 495 000	Milk		$217.65
			R 01 300 299 000 619 000	Concessions Cost of Sales		$91.28
PO#:	**Voucher #:**	**112600**	Invoice	**Invoice No:** 6178092	**3/12/2026**	**Paid Amt:** **$308.93**
			E 02 005 770 701 495 000	Milk		$134.40
			R 01 300 299 000 619 000	Concessions Cost of Sales		$79.54
PO#:	**Voucher #:**	**112601**	Invoice	**Invoice No:** 6170826	**3/12/2026**	**Paid Amt:** **$213.94**
			E 02 005 770 701 495 000	Milk		$318.15
PO#:	**Voucher #:**	**112602**	Invoice	**Invoice No:** 6159911	**3/12/2026**	**Paid Amt:** **$318.15**
			E 02 005 770 701 495 000	Milk		$184.60
			R 01 300 299 000 619 000	Concessions Cost of Sales		$136.92
PO#:	**Voucher #:**	**112592**	Invoice	**Invoice No:** 6192833	**3/12/2026**	**Paid Amt:** **$321.52**
						Check Amount: **$5,721.41**
MB	**89668**	**17767**	**REMIT**	**LEARNWELL**		**Check**
			E 01 998 790 000 392 000	Out-of-State Tuition		$103.00
PO#:	**Voucher #:**	**112665**	Invoice	**Invoice No:** INV301746	**3/12/2026**	**Paid Amt:** **$103.00**
			E 01 998 790 000 392 000	Out-of-State Tuition		$309.00
PO#:	**Voucher #:**	**112603**	Invoice	**Invoice No:** INV299680	**3/12/2026**	**Paid Amt:** **$309.00**
						Check Amount: **$412.00**
MB	**89669**	**14631**	**remit**	**METRO SALES INC.**		**Check**
			E 01 100 203 000 305 000	Contract		$178.00
PO#:	**Voucher #:**	**112604**	Invoice	**Invoice No:** INV3024989	**3/12/2026**	**Paid Amt:** **$178.00**
						Check Amount: **$178.00**
MB	**89670**	**10452**	**remit**	**NAPA CENTRAL**		**Check**
			E 01 005 760 733 401 000	wiper blades		$35.26
PO#:	**Voucher #:**	**112605**	Invoice	**Invoice No:** 420248	**3/12/2026**	**Paid Amt:** **$35.26**
						Check Amount: **$35.26**
MB	**89671**	**12076**	**remit**	**PREMIUM WATERS - FARGO**		**Check**
			E 01 005 720 000 401 000	General Supplies		$91.58
			E 01 100 720 000 401 000	Elem. Nurse's Office		$11.50
PO#:	**Voucher #:**	**112606**	Invoice	**Invoice No:** 502958-02-26	**3/12/2026**	**Paid Amt:** **$103.08**
						Check Amount: **$103.08**

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89672**	**13532**	**remit**	**SCHMITT MUSIC CREDIT DEPT**		**Check**
			E 01 300 258 000 350 000	Piccolo Cork Repair		$24.00
PO#: 51438	**Voucher #:**	**112609**	Invoice	**Invoice No:** 6979873	**3/12/2026**	**Paid Amt:** **$24.00**
						Check Amount: **$24.00**
MB	**89673**	**17937**		**SCHRITZ PLUMBING & HEATING CF LLC**		**Check**
			E 01 005 812 000 350 000	fixed leak under drinking fountain		$121.23
PO#: 51482	**Voucher #:**	**112607**	Invoice	**Invoice No:** 092466	**3/12/2026**	**Paid Amt:** **$121.23**
			E 01 005 812 000 350 000	fixed broken water line		$296.73
PO#: 51483	**Voucher #:**	**112608**	Invoice	**Invoice No:** 092492	**3/12/2026**	**Paid Amt:** **$296.73**
						Check Amount: **$417.96**
MB	**89674**	**10140**		**STEIN'S INC**		**Check**
			E 01 005 810 000 410 000	hand towel		$390.18
			E 01 005 810 000 410 000	toilet tissue		$239.10
			E 01 005 810 000 410 000	can liner		$90.80
			E 01 005 810 000 410 000	can liner		$102.75
			E 01 005 810 000 410 000	can liner		$120.40
			E 01 005 810 000 410 000	soap		$258.75
			E 01 005 865 352 401 000	nitrile gloves		$59.79
			E 01 005 810 000 410 000	towels		$154.00
			E 01 005 810 000 410 000	foam clean dispencer		$0.00
PO#: 51484	**Voucher #:**	**112612**	Invoice	**Invoice No:** 971095	**3/12/2026**	**Paid Amt:** **$1,415.77**
			E 01 005 810 000 410 000	can liner		$18.16
			E 01 005 810 000 410 000	can liner		$34.25
			E 01 005 810 000 410 000	can liner		$24.08
			E 01 005 810 000 410 000	hand towel		$111.48
			E 01 005 810 000 410 000	toilet tissue		$95.64
			E 01 005 810 000 410 000	peroxide cleaner		$77.54
			E 01 005 810 000 410 000	freight charge		$5.00
PO#: 51470	**Voucher #:**	**112611**	Invoice	**Invoice No:** 970747	**3/12/2026**	**Paid Amt:** **$366.15**
			E 01 005 810 000 410 000	can liner		$36.32
PO#: 51441	**Voucher #:**	**112610**	Invoice	**Invoice No:** 970475-1	**3/12/2026**	**Paid Amt:** **$36.32**
			E 01 005 810 000 410 000	Misc		$0.00
			E 01 005 810 000 410 000	can liner		$24.08
			E 01 005 810 000 410 000	can liner		$68.50
			E 01 005 810 000 410 000	hand towel		$278.70
			E 01 005 810 000 410 000	toilet tissue		$143.46

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MB	**89674**	**10140**		**STEIN'S INC**		**Check**		
			E 01 005 810 000 410 000	freight charge		$5.00		
PO#: 51441	**Voucher #:**	**112613**	Invoice	**Invoice No:** 970475	**3/12/2026**		**Paid Amt:**	**$519.74**
							Check Amount:	**$2,337.98**
MB	**89675**	**17905**		**STRAND ACE HARDWARE**		**Check**		
			E 01 005 810 000 410 000	Custodial Supplies		$38.98		
PO#:	**Voucher #:**	**112675**	Invoice	**Invoice No:** 18824	**3/12/2026**		**Paid Amt:**	**$38.98**
			E 01 005 810 000 410 000	Custodial Supplies		$22.97		
PO#:	**Voucher #:**	**112614**	Invoice	**Invoice No:** 17431	**3/12/2026**		**Paid Amt:**	**$22.97**
			E 01 005 810 000 410 000	Custodial Supplies		$2.99		
PO#:	**Voucher #:**	**112615**	Invoice	**Invoice No:** 18255	**3/12/2026**		**Paid Amt:**	**$2.99**
							Check Amount:	**$64.94**
MB	**89676**	**14824**	**remit**	**SUMMIT FIRE PROTECTION**		**Check**		
			E 01 005 865 363 350 000	bring systems into code compliance LTFM		$2,200.00		
PO#: 51463	**Voucher #:**	**112616**	Invoice	**Invoice No:** 3878414	**3/12/2026**		**Paid Amt:**	**$2,200.00**
							Check Amount:	**$2,200.00**
MB	**89677**	**17901**		**SYSCO NORTH DAKOTA INC**		**Check**		
			E 02 005 770 701 490 000	Food		$2,991.70		
			E 02 005 770 707 490 000	Food		$27.92		
			E 02 005 770 705 490 000	Breakfast Food		$395.70		
PO#:	**Voucher #:**	**112638**	Invoice	**Invoice No:** 395125556	**3/12/2026**		**Paid Amt:**	**$3,415.32**
			E 02 005 770 701 490 000	Food		$1,150.78		
			E 02 005 770 707 490 000	Food		$115.98		
			E 02 005 770 705 490 000	Breakfast Food		$216.01		
PO#:	**Voucher #:**	**112639**	Invoice	**Invoice No:** 395123045	**3/12/2026**		**Paid Amt:**	**$1,482.77**
			E 02 005 770 701 490 000	Food		$855.56		
			E 02 005 770 705 490 000	Breakfast Food		$303.24		
PO#:	**Voucher #:**	**112640**	Invoice	**Invoice No:** 395121104	**3/12/2026**		**Paid Amt:**	**$1,158.80**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$605.68		
PO#:	**Voucher #:**	**112641**	Invoice	**Invoice No:** 395121106	**3/12/2026**		**Paid Amt:**	**$605.68**
			E 02 005 770 705 490 000	Breakfast Food		$208.05		
			E 02 005 770 701 490 000	Food		$575.95		
			E 02 005 770 707 490 000	Food		$107.95		
PO#:	**Voucher #:**	**112618**	Invoice	**Invoice No:** 395116951	**3/12/2026**		**Paid Amt:**	**$891.95**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$2,172.41		
PO#:	**Voucher #:**	**112619**	Invoice	**Invoice No:** 395115203	**3/12/2026**		**Paid Amt:**	**$2,172.41**
			E 02 005 770 705 490 000	Breakfast Food		$412.74		

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
MB	**89677**	**17901**		**SYSCO NORTH DAKOTA INC**		**Check**	
			E 02 005 770 701 490 000	Food		$1,048.94	
			E 02 005 770 707 490 000	Food		$58.39	
PO#:	**Voucher #:**	**112620**	Invoice	**Invoice No:** 395112295	**3/12/2026**	**Paid Amt:**	**$1,520.07**
			E 02 005 770 705 490 000	Breakfast Food		$222.47	
			E 02 005 770 701 490 000	Food		$1,294.92	
PO#:	**Voucher #:**	**112621**	Invoice	**Invoice No:** 395115202	**3/12/2026**	**Paid Amt:**	**$1,517.39**
			E 02 005 770 705 490 000	return		$48.92	
PO#:	**Voucher #:**	**112622**	Credit	**Invoice No:** 395120671	**3/12/2026**	**Paid Amt:**	**($48.92)**
			E 02 005 770 701 490 000	return		$40.04	
PO#:	**Voucher #:**	**112623**	Credit	**Invoice No:** 395120670	**3/12/2026**	**Paid Amt:**	**($40.04)**
			R 01 300 299 000 619 000	Concessions Cost of Sales		$508.53	
PO#:	**Voucher #:**	**112624**	Invoice	**Invoice No:** 395116952	**3/12/2026**	**Paid Amt:**	**$508.53**
			E 02 005 770 701 490 000	Food		$62.16	
PO#:	**Voucher #:**	**112625**	Invoice	**Invoice No:** 395112294	**3/12/2026**	**Paid Amt:**	**$62.16**
			E 02 005 770 701 490 000	Food		$3,690.12	
			E 02 005 770 705 490 000	Breakfast Food		$560.41	
PO#:	**Voucher #:**	**112626**	Invoice	**Invoice No:** 395125557	**3/12/2026**	**Paid Amt:**	**$4,250.53**
			E 02 005 770 701 490 000	Food		$1,911.41	
			E 02 005 770 705 490 000	Breakfast Food		$215.18	
PO#:	**Voucher #:**	**112627**	Invoice	**Invoice No:** 395116950	**3/12/2026**	**Paid Amt:**	**$2,126.59**
			E 02 005 770 701 490 000	Food		$2,519.42	
			E 02 005 770 705 490 000	Breakfast Food		$577.58	
PO#:	**Voucher #:**	**112628**	Invoice	**Invoice No:** 395121107	**3/12/2026**	**Paid Amt:**	**$3,097.00**
			E 02 005 770 701 490 000	Food		$116.55	
PO#:	**Voucher #:**	**112629**	Invoice	**Invoice No:** 395121108	**3/12/2026**	**Paid Amt:**	**$116.55**
			E 02 005 770 701 490 000	Food		$3,112.45	
			E 02 005 770 705 490 000	Breakfast Food		$617.12	
PO#:	**Voucher #:**	**112630**	Invoice	**Invoice No:** 395112293	**3/12/2026**	**Paid Amt:**	**$3,729.57**
			E 02 005 770 701 490 000	Food		$711.75	
PO#:	**Voucher #:**	**112631**	Invoice	**Invoice No:** 395115204	**3/12/2026**	**Paid Amt:**	**$711.75**
			E 02 005 770 701 490 000	Food		$35.68	
PO#:	**Voucher #:**	**112632**	Invoice	**Invoice No:** 395121279	**3/12/2026**	**Paid Amt:**	**$35.68**
			E 02 005 770 701 490 000	Food		$145.27	
PO#:	**Voucher #:**	**112633**	Invoice	**Invoice No:** 395121227	**3/12/2026**	**Paid Amt:**	**$145.27**

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
MB	**89677**	**17901**		**SYSCO NORTH DAKOTA INC**		**Check**		
			E 02 005 770 701 490 000	Food		$77.70		
PO#:	**Voucher #:**	**112634**	Invoice	**Invoice No:** 395121105	**3/12/2026**	**Paid Amt:**	**$77.70**	
						Check Amount:		**$27,536.76**
MB	**89678**	**16215**	**remit**	**TEACHER SYNERGY LLC**		**Check**		
			E 01 100 208 000 460 000	Mean, Median, Mode, Range, and Outlier		$3.25		
PO#: 51465	**Voucher #:**	**112642**	Invoice	**Invoice No:** 329483012	**3/12/2026**	**Paid Amt:**	**$3.25**	
			E 01 100 208 000 460 000	Because of Winn-Dixie		$4.95		
PO#: 51465	**Voucher #:**	**112643**	Invoice	**Invoice No:** 329241319	**3/12/2026**	**Paid Amt:**	**$4.95**	
			E 01 100 208 000 460 000	TPT Materials		$78.38		
PO#: 51465	**Voucher #:**	**112644**	Invoice	**Invoice No:** 329530569	**3/12/2026**	**Paid Amt:**	**$78.38**	
			E 01 100 401 740 433 000	Gestalt Language Materials		$16.80		
PO#: 51477	**Voucher #:**	**112645**	Invoice	**Invoice No:** 330017155	**3/12/2026**	**Paid Amt:**	**$16.80**	
			E 01 100 208 000 460 000	TPT Materials		$125.39		
PO#: 51465	**Voucher #:**	**112646**	Invoice	**Invoice No:** 330262801	**3/12/2026**	**Paid Amt:**	**$125.39**	
						Check Amount:		**$228.77**
MB	**89679**	**10225**		**TRAINING ROOM INC**		**Check**		
			E 01 300 292 000 401 000	1 Case of Purple Pre Wrap		$65.95		
PO#: 51492	**Voucher #:**	**112647**	Invoice	**Invoice No:** 0001358	**3/12/2026**	**Paid Amt:**	**$65.95**	
						Check Amount:		**$65.95**
MB	**89680**	**15258**	**REMIT**	**USI CONSULTING GROUP INC**		**Check**		
			E 01 005 110 000 305 000	Actuarial Valuation under GASB 75 at 7/1/202		$3,050.00		
PO#: 51480	**Voucher #:**	**112648**	Invoice	**Invoice No:** 90122173	**3/12/2026**	**Paid Amt:**	**$3,050.00**	
						Check Amount:		**$3,050.00**
MB	**89681**	**17611**		**VALLEY BUS COACHES LLC**		**Check**		
			E 01 300 289 733 360 000	Auxiliary portion		$577.75		
			E 01 300 294 733 360 503	Contract-Public Carr		$962.25		
PO#:	**Voucher #:**	**112650**	Invoice	**Invoice No:** 9384	**3/12/2026**	**Paid Amt:**	**$1,540.00**	
			E 01 300 289 733 360 000	Auxiliary portion		$465.50		
			E 01 300 296 733 360 513	Contract-Public Carr		$784.50		
PO#:	**Voucher #:**	**112651**	Invoice	**Invoice No:** 9382	**3/12/2026**	**Paid Amt:**	**$1,250.00**	
			E 01 300 289 733 360 000	Auxiliary portion		$550.00		
			E 01 300 296 733 360 513	Contract-Public Carr		$715.00		
PO#:	**Voucher #:**	**112652**	Invoice	**Invoice No:** 9383	**3/12/2026**	**Paid Amt:**	**$1,265.00**	
						Check Amount:		**$4,055.00**

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89682**	**13590**		**WE TRAVEL PC INC**		**Check**
			E 01 005 612 000 401 000	Chat GPT Monthly	$40.00	
PO#: 51498	**Voucher #:**	**112670**	Invoice	**Invoice No:** 14624	**3/12/2026**	**Paid Amt:** **$40.00**
			E 01 005 630 302 305 000	We Travel PC Labor	$7,083.33	
PO#: 51498	**Voucher #:**	**112673**	Invoice	**Invoice No:** 14676	**3/12/2026**	**Paid Amt:** **$7,083.33**
			E 01 300 612 000 401 000	Dell 1130 Toner 2 Pack	$45.99	
			E 01 100 612 000 401 000	Dell 1130 Toner 2 Pack	$45.99	
PO#: 51498	**Voucher #:**	**112672**	Invoice	**Invoice No:** 14677	**3/12/2026**	**Paid Amt:** **$91.98**
			E 01 005 612 000 319 000	District Staff DNS Filter Pc/Macs	$99.00	
PO#: 51498	**Voucher #:**	**112669**	Invoice	**Invoice No:** 14685	**3/12/2026**	**Paid Amt:** **$99.00**
			E 01 005 612 000 319 000	BHS PC & Mac Management	$750.00	
PO#: 51498	**Voucher #:**	**112671**	Invoice	**Invoice No:** 14684	**3/12/2026**	**Paid Amt:** **$750.00**
			E 01 005 715 342 405 000	Check Point Email Security	$540.00	
			E 01 005 715 342 405 000	Google Workspace Backup SaaS	$420.00	
			E 01 005 715 342 405 000	Server Protection	$399.00	
			E 01 005 715 342 405 000	Advanced MDR/EDR/SOC	$995.00	
			E 01 005 715 342 405 000	Vulnerabililty Scanning and Compliance	$250.00	
			E 01 005 715 342 405 000	IT Awareness Training	$302.00	
PO#: 51498	**Voucher #:**	**112668**	Invoice	**Invoice No:** 14680	**3/12/2026**	**Paid Amt:** **$2,906.00**
						Check Amount: **$10,970.31**
MB	**89683**	**15278**		**WENAAS, LAWRENCE**		**Check**
			E 01 300 294 000 305 502	Fees For Services	$180.00	
PO#:	**Voucher #:**	**112649**	Invoice	**Invoice No:** 021726	**3/12/2026**	**Paid Amt:** **$180.00**
						Check Amount: **$180.00**
MB	**89684**	**10600**	**REMIT**	**DISCOUNT SCHOOL SUPPLY**		**Check**
			E 01 100 201 000 430 000	S709605 Colorations 12" x 18" Mediumweight	$17.04	
			E 01 100 201 000 430 000	62 Colorations 12" x 18" Mediumweight Blue C	$5.68	
			E 01 100 201 000 430 000	63 Colorations 12" x 18" Mediumweight Brown	$5.68	
			E 01 100 201 000 430 000	108 Colorations 12" x 18" Mediumweight Turqu	$2.84	
			E 01 100 201 000 430 000	72 Colorations 12" x 18" Mediumweight Red C	$2.84	
			E 01 100 201 000 430 000	S1534495 Colorations Paraben-Free Simply T	$7.58	
			E 01 100 201 000 430 000	S1533823 Colorations Paraben-Free Simply T	$7.58	
			E 01 100 201 000 430 000	3632 Colorations Paraben-Free Simply Washa	$9.02	
PO#: 51497	**Voucher #:**	**112689**	Invoice	**Invoice No:** 011058650101	**3/13/2026**	**Paid Amt:** **$58.26**
						Check Amount: **$58.26**
MB	**89685**	**17892**	**REMIT**	**KELLY SERVICES INC**		**Check**
			E 01 100 203 000 305 000	Elementary Substitute Teachers	$4,215.15	

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
MB	**89685**	**17892**	**REMIT**	**KELLY SERVICES INC**		**Check**
			E 01 300 211 000 305 000	HS Substitute Teachers		$2,535.00
PO#:	**Voucher #:**	**112685**	Invoice	**Invoice No:** 5615042405	**3/13/2026**	**Paid Amt:** **$6,750.15**
						Check Amount: **$6,750.15**
MB	**89686**	**14364**		**KENNEDY & GRAVEN, CHARTERED**		**Check**
			E 01 005 105 000 305 000	Fees For Services		$795.00
PO#:	**Voucher #:**	**112687**	Invoice	**Invoice No:** 192374	**3/13/2026**	**Paid Amt:** **$795.00**
			E 01 005 105 000 305 000	Fees For Services		$1,321.16
PO#:	**Voucher #:**	**112686**	Invoice	**Invoice No:** 192375	**3/13/2026**	**Paid Amt:** **$1,321.16**
						Check Amount: **$2,116.16**
MB	**89687**	**16818**		**MN SCHOOL EMPLOYEES ASSOCIATION**		**Check**
			B 01 215 025	Nea-Mea-Bea Dues Payable		$290.26
PO#:	**Voucher #:**	**112699**	Invoice	**Invoice No:** S2026170	**3/13/2026**	**Paid Amt:** **$290.26**
						Check Amount: **$290.26**
MB	**89688**	**16017**	**REMIT**	**PURCHASE POWER**		**Check**
			E 01 005 110 000 329 000	postage		$350.00
PO#:	**Voucher #:**	**112688**	Invoice	**Invoice No:** February 2026	**3/13/2026**	**Paid Amt:** **$350.00**
						Check Amount: **$350.00**
MB	**89689**	**15457**	**remit**	**SHI SOFTWARE**		**Check**
			E 01 005 612 000 405 000	M365 Microsoft License Term: 4/1/2026 to 3/3		$4,199.50
			E 01 005 612 000 405 000	Quote 27148268 (also shown above)		$0.00
PO#: 51447	**Voucher #:**	**112708**	Invoice	**Invoice No:** B20918795	**3/13/2026**	**Paid Amt:** **$4,199.50**
						Check Amount: **$4,199.50**
MB	**89690**	**10140**		**STEIN'S INC**		**Check**
			E 01 005 810 000 410 000	can liner		$54.48
			E 01 005 810 000 410 000	can liner		$102.75
			E 01 005 810 000 410 000	can liner		$72.24
			E 01 005 810 000 410 000	toilet tissue		$143.46
			E 01 005 810 000 410 000	navigator degreaser		$232.62
			E 01 005 810 000 410 000	freight charge		$5.00
PO#: 51494	**Voucher #:**	**112690**	Invoice	**Invoice No:** 971432	**3/13/2026**	**Paid Amt:** **$610.55**
			E 01 005 810 000 410 000	cleaning cloth		$103.10
PO#: 51440	**Voucher #:**	**112705**	Invoice	**Invoice No:** 970166-1	**3/13/2026**	**Paid Amt:** **$103.10**
						Check Amount: **$713.65**
MB	**89691**	**17613**		**SHOPSABRE**		**Check**
			E 01 300 289 000 530 000	CNC Plasma sk8		$11,782.50

Barnesville Public Schools #146

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/13/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor								Pmt/Void Date	Pmt Type
MB	**89691**	**17613**		**SHOPSABRE**									**Check**
			E	06	005	870	000	530	894	CNC Plasma sk8	$11,782.50		
			E	06	005	870	000	530	894	Crafting and Materials	$225.00		
			E	01	300	289	000	530	000	Crafting and Materials	$225.00		
PO#: 51476		**Voucher #:**	**112709**	Invoice		**Invoice No:**	43436					**3/13/2026**	**Paid Amt:** **$24,015.00**
													Check Amount: **$24,015.00**
													Report Total: **$644,006.87**

Barnesville Public Schools #146
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General Fund	$595,932.53
02	Food Service	$32,059.56
04	Community Service	$4,007.28
06	Building Construction	$12,007.50
Report Total		**$644,006.87**

District # 1146

Student Activity Account

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/12/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
MN	18893	1016		BARNESVILLE GROCERY		Check	
			E 01 300 298 000 401 345	Food for KFC Bowls		$350.00	
PO#:	Voucher #:	5895	Invoice	Invoice No: 3451	2/26/2026	Paid Amt:	$350.00
			E 01 300 298 000 401 106	Crush Pop		$103.50	
PO#:	Voucher #:	5897	Invoice	Invoice No: 4112	2/26/2026	Paid Amt:	$103.50
			E 01 300 298 000 401 360	Baking Team Event		$103.87	
PO#:	Voucher #:	5891	Invoice	Invoice No: 7781	2/26/2026	Paid Amt:	$103.87
						Check Amount:	$557.37
MN	18894	1847		GOTTENBORG, BILL		Check	
			E 01 300 298 000 401 530	Team Event		$242.77	
PO#:	Voucher #:	5893	Invoice	Invoice No: 02262026	2/26/2026	Paid Amt:	$242.77
						Check Amount:	$242.77
MN	18895	1057		JOSTENS, INC		Check	
			E 01 300 298 000 401 330	Yearbook Deposit		$1,029.24	
PO#:	Voucher #:	5896	Invoice	Invoice No: 17706	2/26/2026	Paid Amt:	$1,029.24
						Check Amount:	$1,029.24
MN	18896	1780		MINNTEX		Check	
			E 01 300 298 000 401 410	Horseradish Dip		$45.00	
PO#:	Voucher #:	5892	Invoice	Invoice No: 21227	2/26/2026	Paid Amt:	$45.00
						Check Amount:	$45.00
MN	18897	1091		SCHERLING PHOTOGRAPHY		Check	
			E 01 300 298 000 401 530	Basketball Prints		$100.00	
PO#:	Voucher #:	5894	Invoice	Invoice No: 02162026BHS	2/26/2026	Paid Amt:	$100.00
						Check Amount:	$100.00
MN	18898	1324		ANDES TOWER HILLS		Check	
			E 01 100 298 000 401 103	Ski Trip		$10,206.00	
PO#:	Voucher #:	5898	Invoice	Invoice No: 03042026	3/2/2026	Paid Amt:	$10,206.00
						Check Amount:	$10,206.00
MN	18899	1790		3 FINGERS PUB		Check	
			E 01 300 298 000 401 370	Team Bowling		$24.00	
PO#:	Voucher #:	5912	Invoice	Invoice No: Team Bowling	3/11/2026	Paid Amt:	$24.00
						Check Amount:	$24.00
MN	18900	1434		AMAZON CAPITAL SERVICES		Check	
			E 01 300 298 000 401 360	Group Event		$107.78	
PO#: 1552	Voucher #:	5901	Invoice	Invoice No: 1QNT-P4VY-DT6J	3/11/2026	Paid Amt:	$107.78
						Check Amount:	$107.78

r_ap_checkregd

Student Activity Account

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/12/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
MN	18901	1016		BARNESVILLE GROCERY		Check	
			E 01 300 298 000 401 345	KFC Bowls Europe		$350.00	
PO#:	Voucher #:	5900	Invoice	Invoice No: 003058401043	3/11/2026	Paid Amt:	$350.00
			E 01 300 298 000 401 345	BBQ & Pulled Pork Europe Fundraiser		$650.00	
PO#:	Voucher #:	5899	Invoice	Invoice No: 03058411043	3/11/2026	Paid Amt:	$650.00
						Check Amount:	$1,000.00
MN	18902	1847		GOTTENBORG, BILL		Check	
			E 01 300 298 000 401 530	Cookie Treats		$63.97	
PO#:	Voucher #:	5910	Invoice	Invoice No: CookieTreats	3/11/2026	Paid Amt:	$63.97
			E 01 300 298 000 401 530	Team Bonding		$89.60	
PO#:	Voucher #:	5905	Invoice	Invoice No: Team Bonding	3/11/2026	Paid Amt:	$89.60
						Check Amount:	$153.57
MN	18903	1026		ISD #146		Check	
			E 01 300 298 000 401 530	Girls Basketball Charter Bus Staples		$614.12	
PO#:	Voucher #:	5914	Invoice	Invoice No: CBGBBStaples	3/11/2026	Paid Amt:	$614.12
			E 01 300 298 000 401 315	Rush Order Teas		$454.68	
			E 01 300 298 000 401 300	Rush Order Teas		$303.12	
PO#:	Voucher #:	5911	Invoice	Invoice No: 4220259	3/11/2026	Paid Amt:	$757.80
			E 01 300 298 000 401 550	Charter Bus to EGF		$577.75	
PO#:	Voucher #:	5904	Invoice	Invoice No: CBus EGF	3/11/2026	Paid Amt:	$577.75
			E 01 300 298 000 401 550	Charter Bus Staples Boys BB		$614.13	
PO#:	Voucher #:	5907	Invoice	Invoice No: Bus to Staples	3/11/2026	Paid Amt:	$614.13
			E 01 300 298 000 401 530	Charter Bus Wadena 2/26		$550.00	
			E 01 300 298 000 401 530	Charter Bus Crookston 2/19		$465.50	
PO#:	Voucher #:	5903	Invoice	Invoice No: CBGBB	3/11/2026	Paid Amt:	$1,015.50
						Check Amount:	$3,579.30
MN	18904	1353		MAYVILLE STATE UNIVERSITY		Check	
			E 01 300 298 000 401 540	Volleyball Team Camp: Varsity & JV		$400.00	
PO#:	Voucher #:	5902	Invoice	Invoice No: JV/V VB Team Camp	3/11/2026	Paid Amt:	$400.00
						Check Amount:	$400.00
MN	18905	1091		SCHERLING PHOTOGRAPHY		Check	
			E 01 300 298 000 401 530	Girls Basketball Team Banner		$175.00	
PO#:	Voucher #:	5909	Invoice	Invoice No: 12172026TJE	3/11/2026	Paid Amt:	$175.00
			E 01 300 298 000 401 550	Boys BB Team Banner		$175.00	
PO#:	Voucher #:	5908	Invoice	Invoice No: 12042026WFH	3/11/2026	Paid Amt:	$175.00
						Check Amount:	$350.00

Student Activity Account

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 02/21/2026-03/12/2026 Period: 202601-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
MN	18906	1679		SMITH, HEIDI		Check	
			E	01 300 298 000 401 490 Art Kits		$199.97	
PO#:		Voucher #:	5913	Invoice Invoice No: ArtKits	3/11/2026	Paid Amt:	$199.97
						Check Amount:	$199.97
MN	18907	1871		STRAND ACE HARDWARE		Check	
			E	01 300 298 000 401 227 Prom Decorations		$16.99	
PO#:		Voucher #:	5906	Invoice Invoice No: 18306	3/11/2026	Paid Amt:	$16.99
						Check Amount:	$16.99
						Report Total:	$18,011.99

7. Appreciation, Recognition and Presentations
8. Recognition of Citizens for Input Purposes
9. Reports/News
    A. High School Principal's Report 56

Barnesville High School - Board Report
March 16, 2026

Past Months Events

1. ACT Test was administered on February 25 on site to juniors
    1. 32 students took the test
2. March 2nd - teacher work night at high school
3. March 11 - solo and ensemble band
4. March 12 - Solo and ensemble choir
    1. From Mr. Frauendienst; Choir competed in the Section 6A Vocal Solo/Ensemble Contest at MSUM on March 12th, 2026. We had 45 students from Barnesville compete in 17 different events throughout the day. Barnesville received 13 Superior Ratings (the highest score) and 4 Excellent Ratings (the second highest score) during the contest.
    2. Barnesville also received 2 of 5 "Best in Site" awards for the contest. First for a TB group with Healey Brekhus, Alexander Fronning, Noah Hoelzer, and Trysten Nystuen. The other for a SATB group with Amira Blanco, Alexis Bontjes, Ella Brasel, Healey Brekhus, Erica Field, Alexander Fronning, Noah Hoelzer, Jensen Messer, Reece Nelson, Siri Paulson, Trysten Nystuen, and Grant Quiggle.
5. March 12 - Pre-ACT given to 10th grade students that signed up for it
    1. administered on site
    2. 30 students took it
6. March 16 - (today) PaY presented to Barry Foundation on their choices for grants for the year
    1. Thank you to Mrs. Duval and students for all their hard work

Future High School Events

7. March 16 - BEST Scholarship deadline at 11:59 p.m. to apply for our seniors to be considered for the BEST Scholarships
    1. This has been posted for a long time and all seniors should know
8. March 19 End of Quarter 3
    1. grades are due by 8:30 a.m. on Tuesday

9. March 20 - No School
10. March 24-28 - Band/Choir trip to NYC
11. I will be out of office March 26-27 at the state MFCA Clinic
    1. I am the acting President of the MFCA and will conclude my duties at the end of this conference
    2. Next role will be as past president for one year but not as time consuming
12. No School on April 3/6 for Easter Break
13. April 13 - Band Concert - PAC @ 7:00 p.m.
14. April 14 MSUM Band here @ 9:45 a.m.
15. April 15 - Spring blood drive in the middle gym of the high school
16. April 16 - Statewide Tornado Drill @ 1:45

17. April 18 - PROM
    1. Grand March @ 4:00 p.m.
    2. Load buses @ 6:30 p.m.
    3. Return to school @11:00
    4. Post Prom @ Midnight - doors lock at 12:30 a.m.
18. **FFA Chapter Happenings for March Bd Report:**

- ✓ 3 Proficiency Applications moving onto state Competition
  - One of them for star consideration
- ✓ Possible 5 state Degrees
- ✓ Possible 5 American Degrees
- ✓ Chapter Award App submitted to the State for Award
- ✓ Ag Mechanics Qualified State Trip
- ✓ 2 Regional Officers for 2026-27 (know positions April 1st) plus officer books judged.
- ✓ Chapter Interviews for degrees and Officers for 2026-27 will be March 30th
- ✓ State FFA Convention April 19-21
- ✓ Chapter Awards April 22

TODD HENRICKSON - ELEMENTARY PRINCIPAL
Board Report – March 16, 2026

Feb 23rd & Mar 2nd – Parent/Teacher Conferences: 4:00 – 7:30

- Thank you to the PTO for providing the meal on Feb 23rd.
- Thank you to our teachers for two very busy days.

Feb 27th – DQ Star Student Achievement Award

- Front row (L to R): Gracie Blickenstaff, Truman Strand, Ruby Schindler, Edith Hansen, Emery Eggiman, Dexter Selfridge, Alaina Nelson, Maryn Haj, Trevor Schmidt, Maren Summers, Paitynn Berger, Sophia Gray.
- Back row (L to R): Austin Lauwers, Easton Carter, Cole Nelon, Witten Askegaard, Elliot McCleary, Ellison Syverson, Charlotte Winkler, Huntley Hammond, Taylor Nelson, Logan Langseth, Jovanni Santana.

Feb 27th – Dental Health Presentations – Grade 1

- All students received a tooth brush, tooth paste, and dental floss.
- Thank you to Kayla Hammond for presenting.

Mar 6th – Kindergarten Registration Opened

- Everything will be done online.
- A QR Code was created and posted on the Website, Facebook Page, in school, Barnesville Happenings, Record Review, Barnesville Child Care Page, and several businesses in town.
    - Public Promotion for Registration — March 9th
    - Public Promotion for Practice Day — April 13th
    - Registration due — May 1st
    - Practice Day Info due — May 1st
    - Kindergarten Practice Day — May 13th
    - Parent Conferences — August 26th
    - First Day of School — Sept 1st
- Information Packets will be sent electronically.
- **As of March 13th – 38 students registered.**

Mar 2nd – School Social Worker Week

- Thank you to Mrs. Skrove and Mrs. Bang for everything they do to support our students, staff, and families. They are a great team!

Mar 2nd – Mar 7th: Read Across America Week

- Dress-up Days: Wear red, white, & black / Pajama / Wear Green / Future Career / Class Color

Mar 4th – Ski Trip – Grades 4-6

- Thank you to:
    - Mr. Amundson for organizing the trip.
    - The 4th, 5th, and 6th Grade Teachers, Paraprofessionals, and parent volunteers who helped with the day's activities.

- The PTO, an anonymous donor, and the parents who worked the concession stand which helped make the trip possible.

Mar 6th – "Twice Upon a Time" – Grades K-6 – PAC

- Thank you to Alissa Nibbe, the cast, and crew for performing for us.

Mar 13th – Quarter #3 – School-Wide Celebration

- Gym time in the BSA - 45 minutes

Mar 13th – Grades 4-6 – Freaky Friday Dance – Event Center – 6:30-8:30

- Thank you to the PTO for organizing this event.

Mar 14th – Preschool Carnival – Elementary School – 9:00 to 12:00

Mar 16th – Elementary Music Program – Grades 1 & 2 – 6:30pm

Mar 24th – MCA Testing will begin – Grades 3-6 (schedule is attached)

Elementary Calendar:

Mar	16	A	12:00 – Listening Session - Classroom 2:00 – Listening Session – HS Conference Room 6:30pm – Grades 1 & 2 – Music Program – PAC 7:00 – School Board Meeting – HS Library
Mar	17	B	St. Patrick's Day 11:00 – City/School Meeting – Conference Room
Mar	18	C	7:30 – Staff Meeting – Cafeteria 9:00 – Listening Session – Conference Room 11:30 – TAT Team – Conference Room 7:00pm – Booster Club Meeting – HS Commons
Mar	19	A	End of Quarter #3 7:30 – Staff Development – Elementary Library 8:30 – Grade Level Meetings – Conference Room
Mar	20	--	No School
Mar	23	B	1:15 – Listening Session - Classroom
Mar	24	C	MCA Testing – Grade 5 - Reading
Mar	25	A	MCA Testing – Grade 3 – Reading Grades Due – 12:00 11:30 – Bit Team – Conference Room
Mar	26	B	MCA Testing – Grade 6 - Reading 8:30 – Grade Level Meetings - Conference Room
Mar	27	C	
Mar	30	A	
Mar	31	B	9:00 – DQ Star Students of the Month – Picture
Apr	1	C	Door Supervision Change 7:30 – Site Council – Library 11:30 – TAT Team – Conference Room
Apr	2	A	School Librarian Day
Apr	3	---	No School
Apr	6	---	No School
Apr	7	B	
Apr	8	C	MCA Testing – Grade 4 - Reading 7:30 – PBIS Team – Library 11:30 – BIT Team – Conference Room
Apr	9	A	
Apr	10	B	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	2-Mar Start Date	3-Mar	4-Mar	5-Mar	6-Mar
	16-Mar	17-Mar	18-Mar	19-Mar	20-Mar No School
Reading	23-Mar	24-Mar 5th - Reading	25-Mar 3rd - Reading	26-Mar 6th-Reading	27-Mar
	30-Mar	31-Mar	1-Apr	2-Apr	3-Apr No School
Math	6-Apr No School	7-Apr	8-Apr 4th - Reading	9-Apr	10-Apr
	13-Apr	14-Apr 5th - Math	15-Apr 3rd - Math	16-Apr 4th - Math	17-Apr CPT
Science	20-Apr	21-Apr	22-Apr 6th - Math	23-Apr 6th - Math	24-Apr
	27-Apr	28-Apr 5th - Science	29-Apr	30-Apr	1-May End Reading & Math
	4-May	5-May	6-May	7-May	8-May End - Science
Testing Start Time: Am & PM			End Time		
	Grade 3	9:40 & 12:20	2:10		
	Grade 4	9:40 & 1:00	2:10		
	Grade 5	9:40 & 1:00	2:10		
	Grade 6	9:40 & 1:00	2:10		

BOARD REPORT -- AARON SCHINDLER
ACTIVITIES DIRECTOR/COMMUNITY ED COORDINATOR
March 16, 2026

ACTIVITY INFORMATION:

- **Feb 26th – 28th: Wrestling State Tournament – Grand Casino Arena**
  - Chase Hauck and Cameron Halverson participated in the State Tournament.
  - Cameron won the Class A 172 state championship. 5th state champion wrestler for Barnesville!
  - Congratulations to Coach Anderson, his coaching staff, and our wrestlers on their memorable season.

- **Girls Basketball – Section Tournament**
  - February 26th Play In @Higher Seed
    - (#10) Barnesville @ (#7) Wadena Deer Creek
  - Congratulations to Coach Gottenborg, his staff, and our Girls Basketball players on their outstanding season!

- **Boys Basketball – Section Tournament**
  - March 5th - Quarter Final @Higher Seed
    - (#6) Barnesville vs (#11) Hawley
  - Congratulations to Coach Askegaard, his staff, and our Boys Basketball players on their impressive season!

- **Solo & Ensemble Contests at MSUM**
  - March 11th – Band
    - 3-Superior / 2 - Excellents
  - March 12th – Choir
    - 13 - Superiors / 4 - Excellent
    - Barnesville also received 2 of 5 "Best in Site" awards for the contest. First for a TB group with Healey Brekhus, Alexander Fronning, Noah Hoelzer, and Trysten Nystuen. The other for a SATB group with Amira Blanco, Alexis Bontjes, Ella Brasel, Healey Brekhus, Erica Field, Alexander Fronning, Noah Hoelzer, Jensen Messer, Reece Nelson, Siri Paulson, Trysten Nystuen, and Grant Quiggle.

- **Spring Sport Start Dates**
  - March 9th: Track & Field / Softball
  - March 16th: Baseball / Golf

- **Spring Sports Numbers**
  - **Girls Track**
    - 7th = 15 / 8th = 12 / 9th = 6 / 10th = 9 / 11th = 5 / 12th = 5 **Total = 52**
  - **Softball**
    - 7th = 6 / 8th = 7 / 9th = 6 / 10th = 4 / 11th = 6 / 12th = 3 **Total = 32**
  - **Boys Track**
    - 7th = 8 / 8th = 1 / 9th = 4 / 10th = 1 / 11th = 7 / 12th = 5 **Total = 26**
  - **Baseball (Preliminary)**
    - 7th = 14 / 8th = 12 / 9th = 12 / 10th = 14 / 11th = 0 / 12th = 5 **Total = 57**
  - **Girls Golf (Preliminary)**
    - 7th = 1 / 8th = 2 / 9th = 3 / 10th = 1 / 11th = 1 / 12th = 2 **Total = 10**
  - **Boys Golf (Preliminary)**
    - 7th = 0 / 8th = 4 / 9th = 4 / 10th = 2 / 11th = 5 / 12th = 2 **Total = 17**

Barnesville Public School
Regular School Board Meeting

7:00 PM on Monday, March 16, 2026
High School Library

Superintendent's Monthly Board Report

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1. Group Work Camp Participation

We currently have 273 participants registered, with approximately 1 adult for every 5 youth, which provides strong supervision and support.

Participants are coming from a wide geographic area, including the following cities and states (and even internationally):

- Centralia, MO
- Washburn, ND
- Bettendorf, IA
- Spencer, WI
- Lindstrom, MN
- North Lake, WI
- Higginsville, MO
- Overland Park, KS
- Auburn, NE
- California, MO
- Omaha, NE
- Pearland, TX
- Osceola, IA
- Geneseo, IL
- Hartford, WI
- Rochester, MI
- Tokyo, Japan

It's exciting to see such broad regional — and even international — participation coming to Barnesville. This will be a tremendous opportunity for our community.

2. Baker Property Inquiry

I reached out to Pastor Sarah Bigwood at First Presbyterian Church in Baker regarding the school district-owned property located across from the church. Randy McEvers indicated the church may have interest in purchasing the land from the district. I shared that, similar to the district's recent sale of other properties, the school district would likely be open to reviewing an offer—especially if the land continues to be used for its current purposes such as parking and the children's play area. I also provided the church with the property tax statement showing the estimated market value of the land. I will keep the board informed if any formal interest or offer develops.

3. Compensatory Revenue

At the Minnesota Legislature this session, compensatory revenue has become a key topic within the broader K-12 education finance debate. Lawmakers are discussing potential formula adjustments that would count both directly certified students and those identified through traditional free and reduced-price meal applications to determine eligibility, which could help stabilize district funding. A Compensatory Revenue Task Force has also been established to study the current formula, distribution methods, and overall effectiveness of the program.

Additionally, there are concerns about potential funding reductions in FY27 as the direct-certification-only model fully phases in and prior hold harmless protections expire. Overall, the focus is on refining the formula and preventing unintended funding losses for districts.

Here in Barnesville Public School, we have benefited significantly from Minnesota's participation in the USDA pilot program that allows direct certification of free and reduced-price meal eligibility based on Medicaid qualification. This approach has more accurately identified eligible students in our district, resulting in increased compensatory revenue compared to prior years. The direct certification process has reduced reliance on paper applications while ensuring that qualifying families are counted, ultimately strengthening the resources available to support students who need additional academic and social-emotional interventions.

For reference, below is a summary of the district's compensatory revenue over the past four fiscal years:

- FY26: $172,227
- FY25: $169,553
- FY24: $163,333
    - The FY24 increase was largely due to Minnesota's approval to participate in the USDA pilot program allowing direct certification of free and reduced-price meal eligibility based on Medicaid qualification.
- FY23: $60,541

E. Board Committee Reports

10. Removal of Consent Items for Discussion
11. Approval of Consent Items

A. Personnel

All hirings are based upon the findings of each individual's background check, licensure status, and discipline report from the Minnesota Department of Education.

1) Joanne Herbranson's Resignation as Title I Paraprofessional

B. Donations

1) $2,000 from Barnesville Lions Club for Elementary Summer Field Trips
2) $500 from Barnesville Thursday Nite Lions for Elementary Summer Field Trips
3) $1,000 from In Sports Foundation for Volleyball Team
4) $1,000 from Fargo Scheels All Sports for Boys Basketball
5) $500 from Barnesville Lions Club for 6th Grade Field Trip
6) $250 from Kathryn and Devon Olson for Preschool Transportation and Learning Needs/Supplies
7) $20 from Pederson Sheet Metal & Heating for Preschool Transportation & Learning Needs/Supplies

12. New Business

A. Registration Fees and Rates for the Summer 2026 Kids Club Program 68

Summer of 2025

No. Days Per week	**Rate Per Day**	**Rate Per Week**	**Minimum Fee per week if come less than Registered # Days (except Holiday weeks)**	
5 Days	$34	$170	$156 if student comes less than 5 days *parent must notify coordinators that they will be coming less days on scheduling sheet	
4 Days	$39	$156	$39 per day registered or $156	
3 Days	$39	$117	$39 per day registered or $117	
2 Days	$39	$78	$39 per day registered or $78	
1 Day	$39	$39	$39 per day registered or $39	

Summer 2026

No. Days Per week	**Rate Per Day**	**Rate Per Week**	**Minimum Fee per week if come less than Registered # Days (except Holiday weeks)**	
5 Days	$34	$170	$156 if student comes less than 5 days *parent must notify coordinators that they will be coming less days on scheduling sheet	
4 Days	$39	$156	$39 per day registered or $156	
3 Days	$39	$117	$39 per day registered or $117	
2 Days	$39	$78	$39 per day registered or $78	
1 Day	$39	$39	$39 per day registered or $39	

REGISTRATION FEE (2026)
The Registration Fee is $65 for each student. You will submit the registration form online and once we approve it, you will receive an invoice via Brightwheel to pay the $65. This fee pays for one year-end field trip and other administrative expenses.

B. Head Boys Cross Country Coach
1) Agenda Amendment – Addition of Head Boys Cross Country Coach
2) Creation of Head Boys Cross Country Coach Position and Elimination of Assistant Girls Cross Country Coach Position
13. First Reading of Policies 70

Model Policy on Responsible Use of Artificial Intelligence (AI)

The Minnesota School Boards Association (MSBA) is pleased to provide school districts and charter schools with its newly developed **Model Policy** on **Responsible Use of Artificial Intelligence (AI)**. The Model Policy is intended to assist schools as they consider how emerging AI tools may be used responsibly to support teaching, learning, and operations, while safeguarding student and employee data, privacy, and security.

Artificial intelligence technologies are evolving rapidly. Minnesota schools are increasingly encountering both opportunities and challenges associated with AI use. In response, MSBA developed the Model Policy to offer a framework informed by current legal considerations, ethical principles, and best practices. At the same time, MSBA recognizes that no single approach will be appropriate for all schools.

The Model Policy is not intended to be prescriptive. **School districts and charter schools retain considerable latitude** to adopt, revise, or delete provisions as necessary to reflect local curricular priorities, staffing, available resources, and more. Schools may determine that some Model Policy provisions are appropriate as written, that others should be modified, or that some elements are not workable given local circumstances. This flexibility is intentional and consistent with MSBA's long-standing approach to model policies.

MSBA recognizes that **students and staff are likely already using AI tools** in a variety of educational and work-related contexts. Adoption of the Model Policy, together with development and implementation of local AI procedures, is intended to provide guidance for continued use of AI tools in a manner that is responsible, transparent, and consistent with the school's mission and goals, applicable law, and existing school district policies.

The Model Policy is designed to be **adaptable over time**. As AI technologies, legal requirements, and educational practices change, Minnesota schools should expect that local policies and procedures will evolve accordingly. MSBA anticipates updating the Model Policy as needed and encourages school boards to view AI governance as an ongoing process rather than a one-time action.

MSBA appreciates the work of **Quantum Bridge Solutions** (https://quantumbridgesolutions.ai) in developing a sample ***AI Procedural Guide*** for Minnesota school districts. QBS support of the MSBA Model Policy and procedures has been entirely voluntary. The *AI Procedural Guide* is designed to coordinate closely with the MSBA Model AI Policy and may serve as a companion resource for schools that choose to develop local administrative procedures aligned with their adopted policy. Use of the *AI Procedural Guide*, like the model policy itself, is optional and subject to school board discretion. The *AI Procedural Guide* is available to Minnesota school districts and charter schools on the MSBA website (please see Policy 625 under *District Policies* or *Charter Policies* and scroll to the bottom of the page to find the *Guide*).

1900 West Jefferson
St. Peter, MN 56082-3015
www.mnmsba.org
(507) 934-2450 or (800) 324-4459

School boards and administrators are encouraged to **review the Model Policy carefully**, consult with legal counsel as appropriate, and engage relevant stakeholders in determining how best to address AI use at the local level.

An **informational webinar on Tuesday, March 10 starting at 1:00 p.m.** will be offered to walk through the Model Policy and the *AI Procedural Guide*.

MSBA remains committed to supporting Minnesota schools as they navigate these emerging issues and will continue to provide guidance and resources as this area develops. Thank you for your continued leadership and thoughtful attention to this important educational topic.

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These materials are for informational use only and are not to be construed as legal advice. If legal advice is needed, the school district's legal counsel should be contacted. While current at the time it was created, this document may be later superseded by legislative or other action.

625 RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

I. PURPOSE

The purpose of this policy is to establish clear and actionable guidelines for the responsible, ethical, and transparent use of Artificial Intelligence (AI) within the school district. This policy seeks to support and enhance teaching, learning, and administrative efficiency while upholding academic integrity, protecting privacy, and ensuring equitable access for all students and staff.

Artificial intelligence (AI) language models can assist with various tasks from teaching and learning, to writing support, to data analysis. School district staff who have access to AI tools should understand underlying behaviors and the potential benefits and limitations associated with use.

The school district recognizes that the use of AI can, when used appropriately, enhance student learning by improving the efficiency of education, providing new and creative ways to support learning, and encourage independent research, curiosity, critical thinking, and problem-solving. The school district also recognizes the limitations and potential for misuse of AI.

The school district authorizes staff members to utilize and permit students to utilize ethical and legal use of AI as a supplemental tool to support and expand on classroom instruction, facilitate personalized learning opportunities, and increase educational and learning opportunities, in accordance with the terms of this policy.

The school district authorizes staff to utilize AI as a tool in fulfilling their work responsibilities as consistent with federal and state law and school district policies.

II. GENERAL STATEMENTS OF POLICY

A. The school district supports use of AI in ways that uphold academic integrity and foster student critical thinking and original work.

B. The school district supports AI use as an augmentative tool rather than as an autonomous decision-maker. The school district recognizes that human intelligence and H-AI-H protocols should drive the educational process, with AI supporting education and humans remaining accountable for decisions and outcomes

C. The school district supports use of AI to enhance administrative operations and efficiency.

D. Student and staff use of AI shall be transparent and responsible. Appropriate attribution shall be provided.

E. The superintendent or designee will implement and regularly review privacy controls and safety features to protect student, staff, and school district data associated with approved use of AI.

F. The school district supports and promotes fair access to approved AI tools and will strive to ensure equitable access for all students and staff.

G. The school district will provide ongoing training and guidance to mitigate the potential for bias and misinformation and will hold students and staff accountable for the

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consequences of AI use.

H. This policy applies to all AI use by students and staff regardless of whether the use occurs on school district property, at school district events and activities, or off campus when a nexus to the school district's educational environment exists. Student AI use must be consistent with school district policies on use of cell phones, personal electronic devices, wearable AI devices, and the internet.

I. The school district recognizes that a student's age may be a key consideration in determining appropriate AI use. For this reason, the school district establishes the following guidelines:

1. Kindergarten through Grade 5: only highly restricted, teacher-mediated AI interactions are permitted. The focus is upon conceptual understanding of AI.

2. Grades 6 through 8: structured introduction to AI tools together with appropriate guardrails. Critical thinking about AI outputs and digital citizenship will be addressed.

3. Grades 9 through 12: centers upon broader AI access with accountability expectations; preparation of students for AI-integrated postsecondary and workforce environments; advanced AI literacy, including an understanding of how AI models work.

III. DEFINITIONS

Definitions of key terms—including Artificial Intelligence (AI), Generative Artificial Intelligence, closed and publicly available AI tools, confidential data, personally identifiable information (PII), and school district-approved AI tools—shall be reviewed and updated as needed to ensure alignment with current technology, legal standards, and school district practices. The school district will provide accessible explanations and examples to support understanding among all stakeholders.

Artificial intelligence in a school district is a category of computer-based systems that analyze data and recognize patterns to support teaching, learning, and administrative operations, for the purpose of assisting human decision-making, within educational and legal constraints, and excluding the replacement of professional judgment or human accountability.

A. Agentic AI

Agentic AI involves systems capable of undertaking multistep actions autonomously, such as web browsing, code execution, interaction with other software, and rendering sequential decisions, without human intervention at each step.

B. AI Tool Types

1. Student-Facing AI

Used by or with students for instruction, where student information may be entered.

2. Confidential AI

Used for non-instructional purposes, processing confidential data to generate new content or recommendations.

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3. Operational AI

Used for generating content based on non-confidential data.

C. Closed AI Tools

Closed AI tools are private and can be accessed by school district staff only. Sharing data in a Closed AI Tool is more secure than when using a Publicly Available AI Tool, though information leaks may still occur.

D. Confidential Data/Information

Information that the school district is prohibited by law, policy, or contract from disclosing or that the school district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) about students and employees, student and staff medical information, student education records, and information about any student's individualized education program (IEP) or Section 504 plan.

E. Deep Fake

Any video recording, motion-picture film, sound recording, electronic image, or photograph, or any technological representation of speech or conduct substantially derivative thereof:

1. that is so realistic that a reasonable person would believe it depicts speech or conduct of an individual who did not in fact engage in such speech or conduct; and

2. the production of which was substantially dependent upon technical means, rather than the ability of another individual to physically or verbally impersonate such individual.

F. Generative Artificial Intelligence (GenAI)

Computer-based systems that generate content—such as text, images, audio, or data analysis—in response to prompts. Generative AI includes large language models (LLMs) like ChatGPT, as well as tools that generate audio, images, or video.

G. Generative AI Chatbots

A chatbot with generative AI capabilities that uses large language models (LLMs) and machine learning to simulate natural, human-like conversations and generate content, code, or images in real time. Examples include ChatGPT, Claude, Google Gemini, Meta AI, Microsoft Copilot. It is possible that AI programs, including Generative AI Chatbots, may "hallucinate" (create information that is not true, misleading, or nonsensical).

H. Human-AI-Human Model (H-AI-H)

The H-AI-H model establishes a decision-making framework in K-12 education requiring human judgement at the initiation and human accountability at the conclusion of AI-assisted processes. The model ensures AI serves as an augmentative tool rather than an autonomous decision-maker.

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I. Personally Identifiable Information (PII)

Information that can be used to distinguish or trace an individual's identity, either directly or indirectly through linkages with other information.

PII includes, but is not limited to:

1. The student's name;

2. The name of the student's parent or other family members;

3. The address of the student or student's family;

4. A personal identifier, such as the student's social security number, student number, or biometric record;

5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;

6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

J. Publicly Available AI Tools

Publicly available AI tools are generally accessible for public use and the public can access the information that the tools provide.

K. School District-Approved AI Tool

Any AI platform or application that has been reviewed and authorized by the school district's AI Committee. A school district teacher or staff member may request that an AI platform or application be reviewed and authorized.

[Note: See Article VI. below on the Artificial Intelligence (AI) Committee. Schools should consider how to handle teacher and staff use of AI tools that precedes the AI Committee's creation of a school district-approved AI Tool list. It is possible that some pre-existing AI tools will not be permitted.]

L. Synthetic Media

Digital content in a media format (including text, images, video, and audio) created in part or wholly through use of AI.

M. Voice Cloning

The use of AI to create a digital replica of another person's voice through the use of recorded audio samples.

IV. EQUITABLE ACCESS TO AI TECHNOLOGY

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The school district is committed to ensuring that all students and staff have fair and equitable access to AI technology and related resources. To fulfill this commitment, the school district will:

A. Provision of Resources

Provide necessary devices, internet connectivity, and assistive technologies to students and staff who need them. School district administration will conduct regular reviews to ensure resources remain sufficient and accessible.

B. Assessment and Barrier Reduction

Regularly assess and address barriers to access, including those related to socioeconomic status, disability, language, and geographic location. The school district will implement strategies to eliminate identified barriers.

C. Training

Provide ongoing training for staff and students covering technical skills and ethical considerations, including recognizing and mitigating bias in AI systems and outputs, privacy, and responsible and appropriate use of school district-approved AI.

D. Community Engagement

Engage students, families, and community members in ongoing evaluation of equitable access and the effectiveness of AI implementation. Feedback will be sought regularly to inform improvements.

E. Corrective Action

To ensure equitable access to AI technology, the school district will regularly evaluate whether students and staff have fair and meaningful opportunities to use approved AI tools for learning and work. If disparities in access, participation, or outcomes are identified—such as those related to socioeconomic status, disability, language, or infrastructure—the school district will take timely corrective action. Corrective actions may include reallocating resources, providing targeted training or supports, adjusting implementation practices, or updating policies and procedures. The school district will communicate actions taken and monitor their effectiveness to ensure that AI implementation advances educational equity and does not reinforce existing gaps.

F. Policy Review and Revision

Review and update this policy and its implementation as needed to adapt to evolving technologies, community needs, and feedback from stakeholders.

V. CURRICULUM INTEGRATION AND AI LITERACY

A. The superintendent will work with school district staff to establish instructional protocols and criteria consistent with the H-AI-H model that:

1. identify teacher AI use to assess student work;

2. restrict AI use in student disciplinary matters, student placement decisions, behavioral assessments, or similar matters;

3. require transparency when AI use is part of a decision about a student;

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4. establish the right to request a review of the human decision-making in a consequential AI-influenced decision affecting the student; and

5. articulate the school district's rules regarding AI-assisted surveillance or behavioral monitoring tool.

Any use of AI in the classroom or on class assignments must align with the teachers' instructions and use expectations. Teachers will provide direction when students are authorized to use AI in an assignment. Teachers will direct student use of AI, ensuring that it aligns with the school district guidelines and policies, and the AI Committees plan and procedures, including the school district's approved AI tools.

B. Use of AI must comply with the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and other federal and state laws.

C. Students will indicate AI use on assignments as required by the teacher and the assignment.

VI. ARTIFICIAL INTELLIGENCE (AI) COMMITTEE

The superintendent shall appoint an AI Committee—including teachers, staff, students, parents, and community members—to guide school district AI objectives. The committee will develop, implement, and annually review procedures for AI use, ensuring alignment with school district policies, classroom requirements, and legal standards. The committee will solicit stakeholder feedback and recommend updates to procedures and approved AI tools as technologies and needs change.

[Note: Some school districts may not have sufficient staff or other resources needed to create an AI Committee. Schools may establish a relationship with a local or regional organization (such as a service cooperative) or a third-party vendor, collaborate with other school districts, and utilize resources (such as those created by the Minnesota Generative AI Alliance for Education) to fulfill some or all of the AI Committee responsibilities.]

A. Committee Appointment and Structure

The school board directs the superintendent to appoint teachers, school staff, students, parents, and community members who have relevant experience regarding AI to a committee to guide the school district's AI objectives. The superintendent will determine the size, structure, and term for the AI Committee.

B. AI Use Plan

The AI Committee shall develop and recommend to the school board for its approval a school district AI Use Plan to establish district-wide direction and a road map for AI use that aligns with the school district's mission, strategic plan, and financial and other resources. The AI Use Plan should respond to these conditions, among others

1. The purpose of the AI Use Plan is to protect the safety and security of students, employees, and the school district while allowing for appropriate educational and productive enhancements enabled by AI.

2. The AI Use Plan must prioritize the security of student, employee, and school district data.

3. The AI Use Plan must direct careful and informed consideration of the privacy

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policies of any products and services considered for use in the school district, including any relevant changes to the policies.

C. School District AI Procedures

The school board directs the AI Committee to recommend to the school board for its approval procedures for staff and students concerning the use of AI that:

1. Prohibit AI use inconsistent with school district policies and procedures, classroom instructions and requirements, or federal or Minnesota law;

2. Prohibit AI use inconsistent with expectations for staff and student conduct, including those involving discrimination, harassment or hazing, and bullying;

3. Prohibit AI input of confidential staff and student data;

4. Comply with the H-AI-H model for consequential actions involving AI use;

5. Promote AI literacy;

6. Require transparency and accountability regarding disclosure of use of AI;

7. Require school administration vetting of AI prior to recommending use by staff and students;

8. Identify AI approved tools for student and staff use and provide guidelines for seeking approval of new AI;

9. Ensure that AI generated material can be retained in accordance with the school district's Records Retention schedule, as set forth in Article X. below;

10. Clarify that staff and students are responsible for all reasonably foreseeable negative consequences of use of AI;

11. Provide guidance on handling incidents in which AI-generated images, audio, video, or text involving minors are created or distributed;

12. Provide guidance to school district counselors and other staff on recognizing and addressing a student's

    a. unhealthy AI dependency;

    b. parasocial and emotional relationships with AI chatbots;

    c. overreliance on AI for emotional support, decision-making, or social interaction; and

    d. similar AI-related mental health impacts and conditions.

13. Address agentic AI and autonomous AI actions; and

14. Establish an AI structured incident response plan as required under Article XII.

D. AI Coordinator

The superintendent will designate at least one school district AI Coordinator to monitor

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advancements, risks, and best practices in the field of AI persons. The AI Coordinator will also serve as a professional resource and advisor for the school district on these topics. The AI Coordinator may consult with experts or others outside the school district, but may share critical or confidential data only under appropriate confidentiality or nondisclosure agreements.

[NOTE: School districts may choose whether to require an AI Coordinator. An AI Coordinator may be especially important if the school district is unable to create an AI Committee, as noted above. School districts may choose to have the superintendent or the superintendent's designee assume these responsibilities.]

Selection and implementation of student-facing AI resources and use is part of the school district's curriculum development and instructional materials selection process. The AI Coordinator will direct implementation of the AI Use Plan for student-facing AI to provide guidance to professionals making these selections. The AI Coordinator may also serve as an advisor and resource throughout the selection process, particularly when new products and services are considered.

The AI Coordinator will ensure that the AI Use Plan supports acceptable AI tool selection and use in the school district and will be updated as new issues emerge.

VII. STUDENT USE GUIDELINES

Students may use school district-approved AI tools for educational purposes only as directed by teachers and in compliance with assignment guidelines. All AI-generated content must be verified and properly cited. Students are prohibited from inputting personal, confidential, or sensitive information into AI tools, whether such information is about themselves or others. The AI Committee will provide regular training on safe, ethical, and effective AI use, and will review and update guidelines annually. Violations will be addressed according to the Student Discipline Policy, with corrective action and support provided as needed.

A. Permitted Student Uses of AI

When authorized by the teacher, students may use school district-approved AI tools for:

1. Exploring and explaining academic concepts

2. Brainstorming ideas and seeking guidance on research directions

3. Receiving feedback on drafts or assignments

4. All use must comply with teacher instructions and assignment guidelines.

B. Verification and Academic Integrity

1. Students must verify AI-generated information using reliable sources such as textbooks, scientific papers, or reputable educational websites.

2. Any content generated or significantly assisted by AI must be transparent and cited as required by the teacher and the assignment.

3. Submitting AI-generated content or content significantly assisted by AI as original work without attribution is prohibited.

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C. Privacy and Data Protection

Students must not upload or input personal, confidential, proprietary, or sensitive information into any AI tool. Examples include but are not limited to:

1. Passwords

2. Names, likenesses, or Social Security numbers

3. Credit card or bank account numbers

4. Information from non-public school district documents

5. Details from IEPs, Section 504 plans, or medical records

D. Prohibited Student Uses of AI

Students may not use AI tools to:

1. Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material;

2. Engage in harassment, discrimination, bullying, or disparagement of others based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;

3. Violate any school district policy, classroom rule, or applicable law; or

4. Utilize AI to create deep fakes, synthetic media, voice cloning, or similar content. Staff may not create synthetic images, audio, video, or texts concerning another individual without the individual's explicit and legally permissible consent.

E. Reporting and Support

Students should report concerns about AI misuse or unsafe practices to the teacher or principal.

F. Consequences for Misuse

Student violations of this policy will be addressed by teachers and school staff. Disciplinary action may be taken as outlined in the school district's Student Discipline Policy. Violation may result in loss of AI privileges and/or further disciplinary or legal action, as appropriate.

VIII. STAFF USE GUIDELINES

Staff may use school district-approved AI tools to enhance educational experiences, provided all use complies with applicable laws and school district policies. Staff must not input confidential, proprietary, or sensitive information into AI tools. Staff are responsible for guiding and supervising student use, setting clear expectations, and ensuring proper attribution. The school district will provide ongoing training and support and will review staff guidelines regularly. Violations may result in disciplinary action as outlined in school district policy.

A. Staff Use of AI for Educational Purposes

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1. Staff may consult AI for ideas, outlines, and other methods to enhance students' educational experience, such as supplementing lesson plans, providing differentiated or personalized instruction, and aiding in curriculum development.

2. Staff should guide students in AI use, including creation of clear expectations for AI tool use, attribution guidance, fact-checking, and proofreading.

3. Staff should carefully evaluate the appropriateness of AI for educational purposes on a case-by-case basis, considering their appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.

4. Staff should implement the H-AI-H model for AI use involving students;

5. Staff must supervise student use of AI to ensure it is being used appropriately and constructively in the learning process.

6. Teachers who suspect plagiarism or use of AI that violates school district policy should first have a conversation with a student to ensure that they understand expectations for acceptable use.

7. Teachers should consult with school administration to determine appropriate steps to investigate possible violation of this policy.

8. An AI detection tool may have high false-positive rates and may disproportionately flag multilingual speakers or students with specific and unique writing styles. An AI detection tool must be independently validated before a school district staff member uses the tool. AI detection tools will not be the sole basis of information relied upon in an investigation when it is suspected that a student has violated this policy or its related rules or procedures.

B. Staff Use for Work Responsibilities

1. The school district supports AI use by school staff to assist with work responsibilities, improve efficiency, and support students and their families, staff, and the school district. These uses include, but are not limited to, document assistance, research support, administrative tasks, data analysis, and automation.

2. School district staff use of AI to fulfill work responsibilities must be consistent with this policy and other school district policies, procedures, and rules.

3. School district staff shall implement the H-AI-H model and maintain human oversight and professional responsibility for all work, including work in which AI tools have been utilized.

C. Privacy and Data Protection

1. Staff must ensure that their use of any AI tool complies with applicable laws, including those governing data and student privacy, and school district policies, including, without limitation, those regarding student information.

2. Staff should not upload or input any confidential data, private data, proprietary information, personally identifiable information, or sensitive

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information, including any such school district or student information into any AI tool. Examples include passwords, personal information such as names, likeness, Social Security numbers, credit card or bank account numbers and other credentials, personnel material, information from non-public school district documents, including those identified as or understood to be confidential or sensitive (based on their nature or context) or any other non-public school district information that might be harmful to the school district if disclosed.

D. Prohibited Staff Uses of AI

Staff may not use AI tools to:

1. Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material;

2. Engage in harassment, discrimination, bullying, or disparagement of others based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;

3. Violate any school district policy, classroom rule, or applicable law; or

4. Utilize AI to create deep fakes, synthetic media, voice cloning, or similar content. Staff may not create synthetic images, audio, video, or texts concerning another individual without the individual's explicit and legally permissible consent.

E. Discipline

Staff who violate this policy may be subject to discipline, including termination, as set forth in the Discipline, Suspension, and Dismissal of School District Employees policy.

IX. DATA AND ARTIFICIAL INTELLIGENCE

All data use involving AI must comply with applicable state and federal laws, school district regulations, and acceptable use policies. The school district will train staff and students on data stewardship, privacy, and legal compliance, and will update procedures as laws and technologies evolve. Data privacy safeguards will be reviewed annually, and any changes to AI products or services will be carefully evaluated for impact on data security.

All data use must comply with all state and federal laws and school district regulations and requirements, including the school district's acceptable use and data policies. All school district users must ensure that all AI interactions comply with state and federal laws, especially regarding student data under FERPA, IDEA, CIPA, and COPPA.

Although AI products may claim to have some privacy safeguards in place, users should assume that all consumer AI products make data publicly available unless otherwise indicated pursuant to explicit official agreement with the school district.

X. AI VENDOR AGREEMENTS AND LICENSING

A. AI technologies procured by the school district must include clear intellectual property rights provisions. Vendors must provide bias testing disclosure, documentation, and incident reporting procedures.

B. School district administration and the AI Committee shall work with legal counsel to develop an AI technologies vendor evaluation, procurement, and licensing process.

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C. Evaluation criteria shall include data handling, model transparency, bias auditing, accessibility compliance, FERPA/COPPA compliance, and data residency.

D. Educational technology vendors must identify AI technology components embedded in the educational technology supplied to the school district.

E. AI technologies supplied to the school district must comply with the school district's policies and procedures, including this policy and the procedures developed by the AI Committee and approved by the school board.

F. A contractual agreement between the school district and an AI vendor must

1. establish the ownership of content created through use of the vendor's AI technology services. Vendor terms of service that assert broad vendor rights to user-generated content are prohibited for school district use;

2. address data processing;

3. prohibit use of student data for model training;

4. establish data deletion rights;

5. provide vendor risk tiers aligned with this policy's AI tool types and categories;

6. include interoperability requirements that prevent vendor lock-in;

7. address the ramifications if the vendor changes terms of service, is acquired by another entity, or discontinues operation; and

8. set forth breach notification requirements

G. Users of AI technologies provided by the school district must comply with vendor terms of service and licensing agreements. Violation of an AI technology service agreement may result in the user's loss of access and disciplinary action.

H. The AI Committee will review Article X. as part of the AI Committee's regular review and update of school district-approved AI technologies, plan, and procedures.

XI. AI AND RECORDS RETENTION

A. A document created, received, or maintained through an AI system may constitute a school district record.

B. AI-generated or AI-assisted data shall be treated as a school district record when the data:

1. documents a school district action, policy, or operation; or

2. is relied upon when making an educational, administrative, or financial decision;

C. Records described in Paragraph B. above shall be retained pursuant to the school district's Records Retention schedule.

XII. REPORTING AI-RELATED CONCERNS, MISUSE, AND INCIDENTS

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A. Staff and students should contact the building principal or the principal's designee if concerns regarding safe and effective use of AI arise or if they suspect AI misuse that violates school district policies, procedures, or applicable laws.

B. The AI Committee will develop an AI structured incident response plan that includes response protocols for AI-generated CSAM or intimate imagery, data breach through use of an AI tool, AI-facilitated cheating at scale, deep fakes, student welfare concerns, and related matters. The AI structured incident response plan will also establish:

1. notification protocols that include parents, law enforcement, and state or federal agencies as appropriate;

2. clear escalation paths that identify the school district staff responsible for each escalation level;

3. procedures for preserving incident documentation and evidence;

4. a post-incident review process.

XIII. TRAINING OF SCHOOL DISTRICT STAFF, TEACHERS, AND STUDENTS

The school district will train all school district staff, teachers, and students on the requirements of this policy, AI procedures and plans, and other school district policies regarding data management and privacy, acceptable uses of AI, and AI prohibitions.

XIV. NOTICE

The school district will inform students, parents, and guardians about AI use in the school district, including any significant changes to the AI Use Plan.

XV. REVIEW

The school district's administration will regularly review use of AI and recommend safety, privacy, student and staff needs, and other relevant updates to the school board.

The AI Committee and the superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using AI and to help ensure that the school district adapts to changing technologies and circumstances.

Legal References:
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 604.32 (Cause of Action for Nonconsensual Dissemination of a Deep Fake Depicting Intimate Parts or Sexual Acts)
Minn. Stat. § 609.771 (Use of Deep Fake Technology to Influence Election)
Minn. Stat. § 617.262 (Nonconsensual Dissemination of a Deep Fake Depicting Intimate Parts or Sexual Acts)
15 U.S.C. §§ 6501-6506 (Children's Online Privacy Protection Act)
18 U.S.C. §§ 2510-2523 (Electronic Communications Privacy Act)
18 U.S.C. §§ 2701-2713 (Stored Communications Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights Amendment)
20 U.S.C. §§ 1400-1419 (Individuals with Disabilities Education Act)
29 U.S.C. § 701 et seq. (Rehabilitation Act of 1973)

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42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act)

Cross References:

MSBA/MASA Model Policy 406: Public and Private Personnel Data
MSBA/MASA Model Policy 409: Employee Publications, Instructional Materials, Inventions, and Creations
MSBA/MASA Model Policy 506: Student Discipline (Forms Attached)
MSBA/MASA Model Policy 514: Bullying Prohibition Policy
MSBA/MASA Model Policy 515: Protection and Privacy of Pupil Records (Form Attached)
MSBA/MASA Model Policy 524: Internet, Technology, and Cell Phone Acceptable Use and Safety Policy (Form Attached)
MSBA/MASA Model Policy 524.5: Personal Electronic Communication Devices
MSBA/MASA Model Policy 601: School District Curriculum and Instruction Goals
MSBA/MASA Model Policy 603: Curriculum Development

Resources:

U.S. Department of Education: Artificial Intelligence and the Future of Teaching and Learning (accessed 11/03/25)
U.S. Department of Education: Artificial Intelligence (AI) Guidance
Minnesota Department of Education: Artificial Intelligence in Education (accessed 11/03/25)
Minnesota IT Services: Transparent Artificial Intelligence Governance Alliance (accessed 02/24/26)
MNGAIA AI4MN: Centering Relationships, Empowering Learners: AI that Elevates Human Work (accessed 02/16/26)
Consortium for School Networking (CoSN): Artificial Intelligence (accessed 12/12/25)
Digital Promise: Artificial Intelligence in Education (accessed 12/12/25)
International Society for Technology in Education (ISTE): Artificial Intelligence in Education (accessed 12/12/25)
National AI Literacy Day: AI Literacy Day Resources (accessed 12/12/25)
National Center on Education and the Economy (NCEE): Framework for AI-Powered Learning Environments (accessed 11/03/25)
PIPO-AASA: A District Guide to Data Minimization in the Age of AI (accessed 11/14/25)
Public Interest Privacy Center: From Data Privacy to Discrimination: Examining the Legal Ramifications of AI in Schools (April 2024) (accessed 12/12/25)
TeachAI: AI Guidance for Schools Toolkit (accessed 11/03/25)

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Responsible Use of AI in an E-12 School District

Procedural Guide

March 2026

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for Minnesota School Board Association

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About This Guide

Quantum Bridge Solutions' Support

Quantum Bridge Solutions' (QBS) support of the MSBA's Responsible Use of AI model policy work has been, and will continue to be, entirely voluntary. No contracts, fees, or business arrangements exist between QBS and MSBA in connection with this work. QBS has received no compensation — financial or otherwise — for its contributions. Every resource QBS has developed in connection with the Responsible Use of AI Procedural Guide is available to Minnesota public school districts at no cost. This has been true from the start and will remain true.

About This Procedural Guide

QBS provides this comprehensive procedural guide as a professional resource to support school districts in the successful and responsible integration of AI technologies. This guide is grounded in current research, evidence-based best practices, and documented implementation experiences from E-12 educational settings nationwide. The procedures align with federal regulations (FERPA, COPPA), emerging AI legislative actions, and ethical frameworks for educational technology adoption. This procedural guide aligns with the Minnesota School Board Association's Responsible Use of Artificial Intelligence policy (MSBA/MASA Model Policy 625) as of March 5, 2026.

QBS wishes to thank the insights of the many school leaders and consultants involved in enhancing this guide. The guide has been developed with assistance from Claude (Anthropic), leveraging advanced AI capabilities to synthesize research, organize complex frameworks, and ensure comprehensive coverage of critical procedural elements.

Use of the Guide

This guide serves as a strategic, phased roadmap designed as a modular toolkit that can be modified, simplified, or scaled based on your district's capacity, enrollment size, and current AI innovation level. The comprehensive framework enables implementation in stages - from establishing foundational literacy to scaling advanced integration - ensuring AI adoption progresses at a manageable pace that prioritizes ethical guardrails, teacher agency, and student safety.

Districts are encouraged to adapt procedures to fit their unique environment, treating this as a "living document" that evolves with your strategic vision for responsible innovation in educational technology. The Appendices provide sample frameworks, tables, checklists, guides, templates, and samples to support the specific procedures. See Appendix 14 (District Implementation Tiers Guide) for guidance on scaling implementation based on your district's context.

QBS Consulting Services

Quantum Bridge Solutions (QBS) accelerates organizational success by integrating team talent with breakthrough technologies. We equip school districts to lead with

integrity, act decisively, and build resilient, adaptable organizations in an era defined by AI advancement. Guided by our core values of integrity, inclusion, accountability, excellence, community, and adaptability, QBS delivers consulting services that transform disruption into opportunity.

QBS is available to provide customized consulting services to support school district's AI integration journey, including policy development, professional development, implementation planning, and strategic guidance. For more information, visit: https://quantumbridgesolutions.ai/about-us/.

Important Notice and Disclaimer

This procedural guide is provided for informational and guidance purposes only and does not constitute legal advice. School districts are strongly encouraged to consult with their own legal counsel to ensure compliance with applicable federal, state, and local laws, regulations, and policies. Each district must adapt these procedures to align with their specific legal requirements, governance structure, and operational context. Quantum Bridge Solutions makes no warranties regarding the completeness, accuracy, or suitability of this guide for any particular purpose and assumes no liability for decisions made or actions taken based on this content. The ultimate responsibility for AI policy development, implementation, and compliance rests with the adopting district and its leadership.

Executive Summary

Version XXI of these procedures establishes a comprehensive framework for responsible AI integration in E-12 school districts, structured to mirror the fifteen articles of the AI Use Policy. Every provision of the board-level policy is directly traceable to a corresponding section of these operational procedures. Version XXI aligns with MSBA/MASA Model Policy 625 as of March 5, 2026.

This guide introduces nine critical additions required by the AI Use Policy: (1) governance of agentic AI systems; (2) explicit prohibitions on synthetic media, deep fakes, and voice cloning with Minnesota statutory grounding; (3) student mental health and AI dependency guidance for counselors and staff; (4) AI and records retention obligations; (5) student and parent rights to request a review of the human decision-making in consequential AI-influenced decisions; (6) strengthened AI detection tool safeguards with equity and due process protections; (7) a structured AI incident response plan with tiered protocols; (8) rules governing AI-assisted surveillance and behavioral monitoring; and (9) a transition protocol for pre-existing AI tools.

The framework centers on the Human-AI-Human (H-AI-H) Decision-Making Approach - aligned with the AI Use Policy's Human-in-the-Loop (HITL) requirement - ensuring human oversight at both the beginning and end of every AI-assisted process. The Artificial Intelligence (AI) Committee maintains a Master Approved AI Platforms and Technologies List with three-tier risk classification and monthly updates.

The guide's eighteen appendices provide a modular toolkit: governance documents (Appendices 1-3), Definitions (Appendix 4), General Statements of AI Use Policy (Appendix 5), student frameworks (Appendix 6), instructional and equitable access tools (Appendices 7-8), operational frameworks (Appendices 9-11), innovation and planning templates (Appendices 12-14), user-friendly guidelines (Appendices 15-17), and Policy-to-Procedures Cross-Reference Table (Appendix 18).

This technology-neutral framework applies to all current and future AI technologies. Legal compliance, student safety, equity, and the primacy of human judgment remain foundational at every level of implementation.

Procedures Overview

This section provides a quick reference to the fifteen procedural sections and eighteen appendices.

Section 0: Procedure Framework Orients users to the foundational H-AI-H Decision-Making Approach and its alignment with the AI Use Policy's HITL requirement. Introduces the Responsibilities Framework.

Section I: Purpose Defines the guide's scope for responsible AI integration. Establishes technology-neutral approach and includes transition protocol for pre-existing AI tools.

Section II: General Statements References the district's general policy commitments in Appendix 5 (General Statements of AI Use Policy), including age-appropriate use guidelines aligned with the AI Use Policy, Article II.

Section III: Definitions References formal definitions in Appendix 4, aligned with the AI Use Policy, Article III.

Section IV: Equitable Access Operational procedures ensuring fair and equitable access to AI technologies for all students and staff. Equitable Access Planning Framework provided in Appendix 8.

Section V: Curriculum Integration and AI Literacy Instructional protocols, student rights (including right to request a review of human decision-making), AI literacy four-component framework, and teacher responsibilities. Instructional Protocols Template in Appendix 7; Age-Appropriate Framework in Appendix 6.

Section VI: Artificial Intelligence (AI) Committee Governance structure, optional AI Coordinator role (or superintendent/designee pathway), AI Use Plan requirements, operating principles, approved AI platforms framework, agentic AI governance, and application for approval of new AI technology (see Appendix 11).

Section VII: Student Use Guidelines Permitted and prohibited student uses, restrictions on AI in discipline/placement, student plagiarism prevention, and student reporting procedures. Student Guidelines in Appendix 15.

Section VIII: Staff Use Guidelines Staff permitted uses, employee-created AI applications, AI detection tool safeguards, prohibited staff uses including deep fakes, and employee plagiarism prevention. Staff Guidelines in Appendix 16; Administrative Supervision in Appendix 17.

Section IX: Data and Artificial Intelligence Data types, stewardship obligations, data protection and classification, and data privacy handling standards.

Section X: Vendor Agreements and Licensing All eight required contract provisions, vendor evaluation criteria, intellectual property rights, and procurement process. (see Appendix 10)

Section XI: AI and Records Retention When AI-generated content constitutes a district record, retention obligations, and staff responsibilities.

Section XII: Reporting, Misuse, and Incidents Reporting channels, investigation procedures, violation response, constructive resolution, and the AI Structured Incident Response Plan with tiered protocols.

Section XIII: Training of School District Staff, Teachers, and Students Professional development, student education, AI literacy curriculum, and student wellbeing and AI dependency guidance. Training obligations explicitly cover school district staff, teachers, and students as distinct categories per the AI Use Policy, Article XIII.

Section XIV: Notice Annual and significant-change communication requirements.

Section XV: Review Multi-layered review cycles and trigger-based emergency review.

Legal References Comprehensive Minnesota statutes and federal legal citations.

Appendices

- **Appendix 1: AI Committee Charge** - governance structure, membership, decision-making, response timelines.
- **Appendix 2: AI Coordinator Responsibilities** - monitoring, implementation oversight, curriculum support.
- **Appendix 3: All Other Role Responsibilities** - Board, Administration, Faculty, Staff, Students, IT Services, Legal and Compliance.
- **Appendix 4: Definitions** - all defined terms aligned with the AI Use Policy, Article III.
- **Appendix 5: General Statements of AI Use Policy** - full text of AI Use Policy Article II general statements.
- **Appendix 6: Age-Appropriate Student AI Technologies Framework** - H-AI-H progression across Elementary (K-5), Middle (6-8), and High School (9-12); AI literacy framework; teacher responsibilities.
- **Appendix 7: Instructional Protocols and Criteria Template** - working template for Sections V.1 and V.2 protocol documentation.
- **Appendix 8: Equitable Access Planning Framework** - annual equity assessment, action planning, and progress tracking.
- **Appendix 9: Master Approved Technologies List Guide** - three-tier risk classification, type classifications, spreadsheet framework.
- **Appendix 10: Vendor Procurement Process** - five-phase procurement, vendor evaluation criteria, required disclosures, testing protocols.
- **Appendix 11: Employee or Student Seeking Approval of New AI Technology or Creating an AI Application Guidelines** - step-by-step request process, review timeline, decision criteria, and appeals process for employees and students.
- **Appendix 12: AI Innovation Program** - four program models with implementation frameworks and success metrics.
- **Appendix 13: AI Use Plan Template** - board-approvable template aligned with strategic planning and goal-setting processes.
- **Appendix 14: District Implementation Tiers Guide** - scalability guidance for Tier 1, Tier 2, and Tier 3 districts.

- **Appendix 15: Student Responsible Use of AI Guidelines** - ten user-friendly guidelines aligned with Version XIX procedures and the AI Use Policy.
- **Appendix 16: Staff Responsible Use of AI Guidelines** - fifteen guidelines for all staff covering H-AI-H, integrity, privacy, equity, and reporting.
- **Appendix 17: Administrative Supervision: Responsible Use of AI Guidelines for Staff** - supervisory direction aligned to each Staff Guideline area.
- **Appendix 18: Policy-to-Procedures Cross-Reference Table** - mapping of each Policy Article (I-XV) to corresponding guide sections and appendices.

Section 0: Procedure Framework

Alignment with AI Use Policy

This section orients all users to the two foundational frameworks that govern every section of these procedures.

The Human-AI-Human (H-AI-H) Decision-Making Approach

The Human-AI-Human (H-AI-H) Decision-Making Approach is the district's foundational framework for all AI use. It is a collaborative decision-making model requiring human judgment at the initiation and conclusion of every AI-assisted process, ensuring AI serves as an augmentative tool rather than an autonomous decision-maker.

The H-AI-H model consists of three essential components:

- Human Inquiry: The human defines the question, problem, and/or decision context. The human owns the starting point.
- AI Processing: AI analyzes data, generates options, or provides recommendations. AI assists in the middle.
- Human Empowerment: The human reviews AI outputs, applies contextual judgment, makes final decisions, and remains accountable. The human owns the outcome.

This approach aligns with and encompasses the Human-in-the-Loop (HITL) requirement established in the AI Use Policy. HITL requires active human participation in the operation, supervision, or decision-making of any AI-driven or automated system. The H-AI-H framework goes further, providing a three-phase model that ensures human direction at initiation and human accountability at conclusion. For consequential actions involving AI use, both HITL and H-AI-H requirements apply.

Given that H-AI-H is a foundational framework for the district's responsible AI integration, administration is encouraged to provide training and support for staff and students as they integrate this framework when accessing and using AI.

Roles and Responsibilities Framework

These procedures define responsibilities for all district user groups. Detailed role-by-role responsibilities are provided in Appendix 3 (All Other Role Responsibilities). The AI Committee and AI Coordinator responsibilities are detailed in Appendices 1 and 2.

District user groups covered by these procedures:

- School Board
- Administration
- AI Coordinator
- Artificial Intelligence (AI) Committee
- Faculty
- Staff
- Students
- Information Technology Services

- Legal and Compliance Office

Section I: Purpose

The purpose of these procedures is to establish guidelines for the appropriate use of Artificial Intelligence (AI) within the E-12 School District to enhance the implementation of the AI Use Policy and support the district's educational mission.

These procedures aim to:

- Provide clear guidance on appropriate AI use in educational settings
- Ensure compliance with applicable laws, regulations, and district policies
- Define decision-making when accessing AI technologies
- Protect student and district data privacy and security
- Maintain academic integrity and educational quality
- Emphasize human expertise as fundamental to effective AI implementation
- Promote responsible innovation in educational technology

I.1 Scope

These procedures apply to all user groups - board, administration, faculty, staff, students, contractors, and visitors - who use AI technologies on the district's property, through district resources, and/or in connection with district activities. These procedures apply regardless of whether use occurs on school district property, at school district events, or off campus when a nexus to the educational environment exists.

I.2 Technology-Neutral Application

These procedures apply to all current and future AI technologies, regardless of technical implementation, delivery mechanism, vendor identity, or marketing terminology. When novel AI capabilities emerge, the AI Committee will issue interim guidance within 10 business days, propose definition updates at next quarterly review, and default to more restrictive tier classification until full evaluation is completed.

I.3 Relationship to Board Policy

These procedures implement the AI Use Policy. In the event of any conflict, board policy shall control. These procedures read in conjunction with all applicable board policies, including:

- Responsible Use of Artificial Intelligence (AI Use Policy)
- Protection and Privacy of Pupil Records (MSBA/MASA Model Policy 515)
- Internet, Technology, and Cell Phone Acceptable Use and Safety (MSBA/MASA Model Policy 524)
- Personal Electronic Communication Devices (MSBA/MASA Model Policy 524.5)
- Student Discipline (MSBA/MASA Model Policy 506)
- Public and Private Personnel Data (MSBA/MASA Model Policy 406)
- Employee Publications, Instructional Materials, Inventions, and Creations (MSBA/MASA Model Policy 409)

Student AI use must be consistent with district policies on use of cell phones, personal electronic devices, wearable AI devices, and the internet.

I.4 Transition Protocol for Pre-Existing AI Tools

Upon formal adoption of Version XIX, a transition period of sixty (60) days is established. During the transition period, staff currently using AI tools not on the approved list must:

- Disclose current AI tool use to their immediate supervisor within 30 days
- Submit the tool for expedited AI Committee review (Low-Risk: 10 business days; others: 30 business days)
- Discontinue use if the tool is denied or if formal review is not initiated within the transition period

The voluntary disclosure protection in Section XII applies to tools disclosed within this transition window. IT Services shall conduct a district-wide AI tool inventory using the Master Approved Technologies List framework (see Appendix 9).

Section II: General Statements

The AI Use Policy, Article II establishes the general statements that guide all district AI use and set the foundational commitments from which these procedures are built. Every procedure in this guide aligns to and operationalizes one or more of these general statements, ensuring comprehensive, policy-grounded implementation across all user groups and contexts. The complete general statements of the AI Use Policy are provided in Appendix 5 (General Statements of AI Use Policy) of this guide.

Age-appropriate guidelines are operationalized in Appendix 6 (Age-Appropriate Student AI Technologies Framework).

Section III: Definitions

Formal definitions of all key terms used in these procedures are set forth in Appendix 4 (Definitions) of this Guide. For definitions of Artificial Intelligence (AI), Agentic AI, AI Tool Types, Closed AI Tools, Confidential Data, Deep Fake, Generative AI, Generative AI Chatbots, Human-AI-Human (H-AI-H) Model, Human-in-the-Loop (HITL), Personally Identifiable Information (PII), Publicly Available AI Tools, School District-Approved AI Tool, Synthetic Media, Voice Cloning, and all other defined terms, refer to the AI Use Policy, Article III and Appendix 4 of this Guide.

Section IV: Equitable Access to AI Technology

The district is committed to ensuring that all students and staff have fair and equitable access to AI technology and related resources, consistent with the AI Use Policy, Article IV. An Equitable Access Planning Framework and template is provided in Appendix 8 of this guide to support district administration and the AI Committee in planning, implementing, and monitoring equitable AI access.

IV.1 Resource Provision and Assessment

- Administration shall conduct annual reviews of device availability, internet connectivity, and assistive technology access
- IT Services shall identify and address barriers related to socioeconomic status, disability, language, and geographic location
- The AI Committee shall review equity metrics quarterly and recommend resource allocation adjustments
- No AI-enhanced learning opportunity may require student purchase of devices, subscriptions, or home internet access beyond what the district provides

IV.2 Barrier Reduction Strategies

- Provide alternative access methods for students lacking home internet connectivity
- Ensure all student-facing AI tools meet accessibility standards
- Offer multilingual support for AI tools where feasible, including tools that support languages spoken by at least 5% of the student body
- Implement accommodations for students with disabilities as required by IEPs and 504 plans
- Equity provisions explicitly extend to AI detection tool policies to prevent disparate impact

IV.3 Training and Support

- Differentiated training based on user experience levels
- Additional support for underrepresented groups in technology
- Professional development on recognizing and addressing digital divide issues

IV.4 Community Engagement and Feedback

- The AI Committee shall solicit feedback from students, families, and community members annually
- Establish mechanisms for ongoing reporting of access concerns
- Include equity considerations in all AI technology deployment decisions

IV.5 Monitoring and Corrective Action

To ensure equitable access to AI technology, the district shall regularly evaluate whether students and staff have fair and meaningful opportunities to use approved AI tools for learning and work. This evaluation shall include:

- Track usage patterns across demographic groups to identify whether access and use are equitable
- Investigate disparities in access or outcomes and determine root causes
- Implement targeted interventions - such as resource reallocation, additional training, or tool modifications - when inequities are identified
- Communicate and monitor the effectiveness of corrective actions taken

- Report equity metrics to Administration and Board annually

Section V: Curriculum Integration and AI Literacy

This section establishes instructional protocols, student rights, and AI literacy requirements consistent with the AI Use Policy, Article V.

V.1 Instructional Protocols

The superintendent will work with district staff to establish instructional protocols and criteria consistent with the H-AI-H model and Human-in-the-Loop (HITL) requirements that:

- Identify teacher AI use to assess student work
- Restrict AI use in student disciplinary matters, student placement decisions, behavioral assessments, or similar matters
- Require transparency when AI use is part of a decision about a student
- Establish the right to request a review of the human decision-making in a consequential AI-influenced decision affecting the student
- Articulate the district's rules regarding AI-assisted surveillance or behavioral monitoring tools

Any use of AI in the classroom or on class assignments must align with the teacher's instructions and use expectations.

A template and framework for instructional protocols and criteria are provided in Appendix 7 of this guide.

V.2 AI in Student-Affecting Decisions

AI tools shall not serve as the sole or primary basis for student disciplinary decisions, academic placement decisions, or behavioral assessments.

- AI tools may not make or primarily drive decisions regarding student discipline, academic placement, grade retention, or special education determinations
- Any AI tool used in any of these contexts requires explicit prior AI Committee approval with documented rationale
- When AI contributes to any such decision, the affected student and parent/guardian must be informed and have the right to request a review of the human decision-making
- Automated behavioral prediction or risk-scoring tools are classified as High-Risk and require Superintendent approval in addition to AI Committee review
- Students and parents/guardians have the right to request a review of the human decision-making in any consequential AI-influenced decision. A consequential decision includes academic grades, academic placement or advancement, disciplinary action, special education determinations, and participation or exclusion decisions
- Requests for review of human decision-making are submitted to the building principal or AI Coordinator; the district shall respond within five (5) business

days; the human reviewer must have authority to modify, reverse, or uphold the AI-influenced decision

V.3 AI-Assisted Surveillance and Behavioral Monitoring

Any AI tool used for student surveillance or behavioral monitoring is classified as High-Risk and requires AI Committee review and Superintendent approval. The following uses are prohibited absent explicit AI Committee approval, legal counsel review, and parent notification:

- Facial recognition systems for attendance, identification, or behavioral tracking
- Emotion detection or sentiment analysis tools applied to students
- Predictive behavioral risk-scoring or early warning systems not grounded in existing IEP/504 frameworks
- Passive student monitoring tools that operate without student/parent awareness

Any permissible AI surveillance tool must comply with FERPA, IDEA, Section 504, and all applicable state laws. Parents and students must be informed when AI surveillance tools are in active use. AI surveillance data may not be shared with third parties, used for model training, or retained beyond the period necessary for the stated purpose.

V.4 AI Literacy Framework

Per the AI Use Policy, Article VI.C.5, the district's AI literacy framework consists of four components (see Appendix 6) that shall be addressed across all grade levels and integrated into professional development:

- Algorithmic Awareness: Understanding that AI is built upon algorithms, that algorithms are not neutral, and that biases can arise from training data and design choices
- Application Identification: Recognizing potential uses for AI and understanding appropriate use cases in educational and professional contexts
- Data Interpretation and Critical Analysis: Ability to analyze AI output, assess reliability, identify errors and biases including hallucination, and verify information against authoritative sources
- Ethical Evaluation: Critically assessing ethical implications of AI use, including fairness, transparency, accountability, privacy, and workforce impacts

V.5 Teacher Responsibilities for Classroom Use

Teacher responsibilities for AI use in the classroom (see Appendix 6) shall include:

- Explicitly communicate whether AI use is permitted, prohibited, or conditionally allowed for each assignment
- Assignment instructions that specify required attribution format when AI assistance is permitted
- Examples of appropriate versus inappropriate AI use within their discipline
- Syllabi that include AI use expectations and academic integrity standards
- All AI tool deployments that align with curriculum goals and learning objectives

- AI use that complies with FERPA, COPPA, and other applicable education privacy laws
- AI tools that support rather than replace critical thinking and original work

V.6 Student AI Literacy Development

Per the AI Use Policy, Article VI.C.5, age-appropriate AI literacy instruction shall be integrated into curriculum (see Appendix 6). Students shall receive instruction on:

- How AI systems work at a basic level appropriate to grade level
- Limitations of AI, including hallucinations, bias, and accuracy concerns
- Ethical considerations in AI use
- Proper citation and attribution methods
- Critical evaluation of AI-generated content
- The four components of AI literacy as defined in V.4, at developmentally appropriate levels

Key points from the AI Literacy Framework (V.4) and Teacher Responsibilities for Classroom Use (V.5) are incorporated into the narrative and Quick Reference of Appendix 6 (Age-Appropriate Student AI Technologies Framework) to support staff accessing that resource.

Section VI: Artificial Intelligence (AI) Committee

This section establishes the governance structure for AI oversight, consistent with the AI Use Policy, Article VI. Throughout this guide, this body shall be referred to as the Artificial Intelligence (AI) Committee, or AI Committee. All prior references to 'AI Policy Committee' or 'AI Policy Implementation Committee' are superseded by this designation.

VI.1 Committee Appointment and Structure

The superintendent shall appoint an AI Committee - including teachers, staff, students, parents, and community members - to guide district AI objectives. The committee will develop, implement, and annually review procedures for AI use, ensuring alignment with district policies, classroom requirements, and legal standards. See Appendix 1 for the full AI Committee Charge.

VI.2 Operating Principles

The following operating principles guide all district AI use and committee decision-making. These principles operationalize commitments found throughout the AI Use Policy's general statements, purpose, and procedural requirements and shall inform every decision made under these procedures:

- Recognition that human intelligence and H-AI-H protocols should drive the educational process, with AI supporting education and humans remaining accountable for decisions and outcomes
- Equitable access to and use of AI tools for all students and staff

- AI use that supports learning, productivity, and preparation for future technologies and work
- Protection of the privacy of students and other individuals
- Responsible and transparent use of AI
- Understanding of the district's policies and procedures regarding use of approved AI tools

VI.3 AI Use Plan

The AI Committee shall develop and recommend to the school board for its approval a school district AI Use Plan. See Appendix 13 for the AI Use Plan Template. The AI Use Plan shall:

- Protect the safety and security of students, employees, and the district while allowing for appropriate educational enhancements enabled by AI
- Prioritize the security of student, employee, and school district data
- Direct careful consideration of the privacy policies of any AI products and services considered for use
- Be presented to the school board for approval and reviewed annually
- Be incorporated into the district's strategic planning and goal-setting process

VI.4 AI Coordinator

School districts may choose whether to designate an AI Coordinator. Where an AI Coordinator is designated, the superintendent will designate at least one school district AI Coordinator to monitor advancements, risks, and best practices in AI. The AI Coordinator serves as chair of the AI Committee and primary professional resource and advisor for the district. See Appendix 2 for full AI Coordinator Responsibilities.

Where no AI Coordinator is designated, the superintendent or the superintendent's designee shall assume the AI Coordinator responsibilities described in Appendix 2. School districts are encouraged to consider a dedicated AI Coordinator role as AI use grows in scope and complexity. The AI Coordinator or superintendent/designee:

- Directs implementation of the AI Use Plan for student-facing AI as part of the curriculum development and instructional materials selection process
- Ensures the AI Use Plan supports acceptable AI tool selection and use and is updated as new issues emerge
- May consult external experts under appropriate confidentiality agreements
- May temporarily suspend an AI tool approval if security or compliance concerns arise

VI.5 Approved AI Platforms and Technologies Framework

The district grants decision-making authority to the AI Committee for determining approved AI technologies. The AI Committee shall maintain a Master Approved AI Platforms and Technologies List (see Appendix 9) by user group. The AI Committee will base decisions on:

- Approved AI technologies for immediate deployment by identified users
- AI technologies not pre-approved but meeting low-risk criteria requiring AI Committee approval (10 business day review)
- AI technologies not pre-approved with high-risk applications requiring AI Committee approval (30 business day review)

VI.5.1 AI Platform and Technology Risk Tiers

Low-Risk Tier:

- Technologies with minimal data processing
- No personally identifiable information (PII) accessed
- Limited district impact if compromised
- Standard security measures apply
- Examples: Public AI research tools, general brainstorming assistants with no data input

Medium-Risk Tier:

- Technologies processing some district data
- Limited PII access under controlled conditions
- Moderate district impact if compromised
- Enhanced security and oversight required
- Examples: Productivity tools, content generation platforms with controlled data sharing

High-Risk Tier:

- Technologies processing sensitive or confidential data
- Significant PII or protected data access
- Substantial district impact if compromised
- Comprehensive security measures mandatory
- Heightened approval and monitoring requirements
- Examples: Student information systems with AI features, HR analytics platforms, IEP generation tools, all agentic AI systems

VI.5.2 AI Tool Type Classifications

- Student-Facing AI: Technologies used by or with students for instruction where student information may be entered; requires parental notification prior to deployment
- Confidential AI: Technologies used for non-instructional purposes processing confidential data to generate new content or recommendations; restricted to authorized personnel only with enhanced data protections required
- Operational AI: Technologies generating content based on non-confidential data; may be used for general administrative and operational purposes

VI.5.3 Agentic AI Governance

Agentic AI involves systems capable of undertaking multistep actions autonomously without human intervention at each step. Due to elevated risk, the following provisions apply:

- All agentic AI systems are classified as High-Risk (H) by default
- Agentic AI deployment in any district context requires AI Committee review and Superintendent approval
- Heightened H-AI-H oversight: human checkpoints must be defined during agentic AI task execution, not only at initiation and conclusion
- Agentic AI tools are prohibited from accessing confidential data or student PII without explicit documented authorization
- A defined suspension protocol must be in place before any agentic AI is deployed; if an agentic AI acts outside defined parameters, use must be immediately suspended pending review
- Agentic AI tools must be flagged with an Agentic AI designation in the Master Approved Technologies List

VI.5.4 Application for Approval of New AI Technology

The AI Committee shall create an application and decision-making process for Employee or Student Seeking Approval of New AI Technology or Creating an AI Application Guidelines (see Appendix 11) for employees or students seeking approval of a new AI technology that is not included on the AI Platform and Technologies Framework following the decision-making process outlined in Section VI.5 and Appendix 9.

Section VII: Student Use Guidelines

Students may use district-approved AI tools for educational purposes only as directed by teachers and in compliance with assignment guidelines. All AI-generated content must be verified and properly cited.

VII.1 Permitted Student Uses of AI

When authorized by the teacher, students may use district-approved AI tools for:

- Exploring and explaining academic concepts
- Brainstorming ideas and seeking guidance on research directions
- Receiving feedback on drafts or assignments
- Language support, including translation and writing assistance for multilingual learners
- Accessibility support, including text-to-speech, automated captioning, and other assistive technologies
- All use must comply with teacher instructions, assignment guidelines, and the Age-Appropriate Student AI Framework (see Appendix 6)

- Use of wearable AI devices is subject to the same approval, permitted use, and prohibited use requirements as all other AI tools, and must also comply with district policies on personal electronic devices

VII.2 Academic Integrity and Verification

- Students must verify AI-generated information using reliable sources
- Any content generated or significantly assisted by AI must be transparent and cited as required by the teacher
- Submitting AI-generated content as original work without attribution is prohibited
- When AI assistance is permitted, students must include an AI Use Statement specifying the AI technology used, the nature of assistance received, and which portions of the work involved AI assistance

VII.3 Student Privacy and Data Protection

Students must not input personal, confidential, or sensitive information into any AI tool, including:

- Passwords or account credentials
- Full names, addresses, phone numbers, or Social Security numbers
- Credit card or bank account information
- Information from non-public school district documents
- Details from IEPs, Section 504 plans, or medical records
- Personal information about other students or staff

VII.4 Prohibited Student Uses of AI

Students may not use AI tools to:

- Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material
- Engage in harassment, discrimination, bullying, or disparagement of others based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
- Violate any school district policy, classroom rule, or applicable law
- Create deep fakes, synthetic media, voice cloning, or similar content involving real people without explicit and legally permissible consent; violations may constitute offenses under Minn. Stat. ss. 604.32, 609.771, 617.262
- Engage in any form of academic dishonesty, including submitting AI-generated work as original work without disclosure

VII.5 AI in Student-Affecting Decisions

AI tools shall not serve as the sole or primary basis for any student disciplinary decision, academic placement decision, or behavioral assessment. When AI contributes to any such decision, the affected student and parent/guardian must be informed. Students and

parents/guardians have the right to request a review of the human decision-making in any consequential AI-influenced decision per Section V.2.

VII.6 Student Plagiarism Prevention and Attribution

- Students are responsible for understanding and following course-specific AI use expectations
- When AI assistance is used and permitted, attribution is required per teacher instructions
- Violations of academic integrity related to AI use will be addressed per the district's Student Discipline Policy
- First violations in the absence of harm will prioritize education over discipline; teachers should first have a conversation with the student

VII.7 Student Consequences for Misuse

Student violations of this policy will be addressed by teachers and school staff. Disciplinary action may be taken as outlined in the school district's Student Discipline Policy. Violation may result in loss of AI privileges and/or further disciplinary or legal action, as appropriate. Student Responsible Use of AI Guidelines are provided in Appendix 15 of this guide.

VII.8 Reporting and Support

Students should report concerns about AI misuse or unsafe practices to the teacher or building principal. Consistent with Appendix 15, Guideline 11:

- Report concerns about AI misuse, unsafe practices, or policy violations to your teacher or building principal
- Concerns worth reporting include AI used to harass or bully others, creation of deepfakes or harmful content, privacy violations, inappropriate AI-generated content, and safety or student wellbeing concerns
- Students are protected from retaliation for reporting concerns in good faith
- First violations are typically addressed through an educational conversation consistent with Section XII.6

Section VIII: Staff Use Guidelines

Staff may use district-approved AI tools to enhance educational experiences, provided all use complies with applicable laws and district policies. Staff must not input confidential information into AI tools and are responsible for guiding and supervising student use.

VIII.1 Staff Use for Educational Purposes

- Staff may consult AI for ideas, outlines, and other methods to enhance students' educational experience, including lesson plans, differentiated instruction, and curriculum development

- Staff should guide students in AI use, including creation of clear expectations, attribution guidance, factchecking, and proofreading
- Staff must implement the H-AI-H model for all AI use involving students
- Staff must supervise student use of AI to ensure appropriate and constructive use
- Teachers who suspect plagiarism should first have a conversation with the student before initiating investigation

VIII.2 Staff Use for Work Responsibilities

- The district supports AI use by staff to assist with work responsibilities, improve efficiency, and support students and the district, including document assistance, research support, administrative tasks, data analysis, and automation
- Staff use of AI must be consistent with this policy and other district policies and procedures
- Staff shall implement the H-AI-H model and maintain human oversight and professional responsibility for all work in which AI tools have been utilized

VIII.3 Administrative Functions

- Student Services: Using approved AI for basic student inquiries and support services
- Curriculum and Instructional Design: Using approved AI to assist in curriculum mapping, lesson planning, learning objective alignment, and assessment rubric development; all AI-generated content subject to educator review before implementation
- Scheduling and Resource Management: Employing approved AI for optimal class scheduling and facility utilization
- Data Analytics: Utilizing approved AI for district research, enrollment management, and performance analysis
- Communication: Using approved AI for drafting routine communications, subject to human review

VIII.4 Employee-Created AI Applications

An employee seeking to create and implement an AI application shall follow the process outlined in Employee or Student Seeking Approval of New AI Technology or Creating an AI Application Guidelines (see Appendix 11). The process will include:

- Supervisor Consultation: Employee discusses concept with immediate supervisor; supervisor provides consultation acknowledgment
- Development: Must use platforms on the Master Approved Technologies List; supervisor approval required before development begins
- Deployment: AI Committee approval mandatory before student-facing deployment; must comply with policy, H-AI-H model, and district security standards

- Student Interaction: Applications must clearly identify as AI and include limitation disclaimers; may not collect student PII without explicit administrative approval
- Ownership: Applications developed with district resources belong to the district
- Monitoring: Supervisor oversees ongoing implementation; monthly usage reports required for student-facing applications; AI Committee retains authority to suspend

VIII.5 Staff Privacy and Data Protection

- Staff must ensure AI tool use complies with all applicable laws including FERPA, COPPA, and Minn. Stat. s. 13.32
- Staff should not upload or input any confidential data, PII, or sensitive information into any AI tool
- This prohibition includes passwords, personal information, personnel materials, non-public school district documents, student information of any kind, and IEP or 504 details

VIII.6 AI Detection Tool Safeguards

- AI detection tools may have high false-positive rates and may disproportionately flag multilingual speakers or students with specific and unique writing styles
- An AI detection tool must be independently validated before a district staff member uses the tool
- AI detection tool results will not be the sole basis of information relied upon in any investigation; a direct conversation with the student is always required first
- No disciplinary action may be based solely on AI detection tool output
- Equity review: if AI detection tools are used, the district shall monitor for disparate impact across student demographic groups

VIII.7 Prohibited Staff Uses of AI

Staff may not use AI tools to:

- Create, access, or display harmful, threatening, obscene, disruptive, or sexually explicit material
- Engage in harassment, discrimination, bullying, or disparagement based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
- Violate any school district policy, classroom rule, or applicable law
- Create deep fakes, synthetic media, voice cloning, or similar content; staff may not create synthetic images, audio, video, or text concerning another individual without that individual's explicit and legally permissible consent; violations may constitute offenses under Minn. Stat. ss. 604.32, 609.771, 617.262
- Input confidential student or staff information without authorization
- Represent AI-generated content as entirely original human work without disclosure

VIII.8 Employee Plagiarism Prevention and Attribution

- AI-assisted content used in teaching materials, research, or district documents are encouraged to be properly attributed
- Educational materials are encouraged to include: 'Portions of this [material type] were developed with assistance from [AI technology name] on [date]'
- Internal documents suggesting AI disclosure include policy drafts, Board reports, grant applications, and curriculum materials
- Failure to properly attribute AI assistance will be addressed through existing employee disciplinary procedures

VIII.9 Discipline

Staff who violate this policy may be subject to discipline, including termination, as set forth in the Discipline, Suspension, and Dismissal of School District Employees policy.

Responsible Use of AI Guidelines for Staff, based on Version XXI procedures, are provided in Appendix 16 of this guide. These guidelines align to the AI Use Policy and all staff are required to comply. Staff who violate the guidelines may be subject to discipline, including termination, as set forth in the Discipline, Suspension, and Dismissal of School District Employees policy. Administrative Supervision guidance for supporting staff compliance with these guidelines is provided in Appendix 17 of this guide.

Section IX: Data and Artificial Intelligence

All data use involving AI must comply with applicable state and federal laws, district regulations, and acceptable use policies, consistent with the AI Use Policy, Article IX.

IX.1 Types of Data and Information

The following data types are relevant to district AI use and are drawn from Minnesota Statutes and applicable federal law. Staff must understand these classifications when making decisions about what data may be input into AI tools. The AI Use Policy, Article IX establishes the district's data stewardship obligations.

- Confidential Data on Individuals: Data protected by Minnesota statute or federal law from disclosure; includes PII about students and employees, student and employee medical information, student education records, and IEP/504 information
- Educational Data: Data related to a student maintained by the district or by a person acting for the district (Minn. Stat. s. 13.32)
- Government Data: All data collected, created, received, maintained, or disseminated by the district (Minn. Stat. s. 13.02)
- Intellectual Property: Creations or innovations for which individuals or companies may hold legal rights, including patents, copyrights, trademarks, and trade secrets
- Not Public Data: Any government data classified as confidential, private, nonpublic, or protected nonpublic by Minnesota statute or federal law

- Public Data: All government data not classified as not public

IX.2 Data Stewardship

- All data use must comply with FERPA, IDEA, CIPA, COPPA, and Minn. Stat. s. 13.32
- Users should assume consumer AI products make data publicly available unless an explicit official agreement with the district is in place
- Staff are responsible for understanding the data classification of any information before inputting it into an AI tool

IX.3 Data Protection and Classification

- Allow use of public information with approved AI technologies
- Restrict internal information use to approved district AI technologies only
- Prohibit use of confidential information without explicit approval
- Prohibit use of student records without explicit approval
- Obtain required permissions before processing personal or sensitive data

IX.4 Data Privacy and Handling Standards

- Implement data retention and deletion policies that meet district standards and applicable law
- Require verification of data encryption and secure transmission protocols
- Process district data or student information through AI technologies only as authorized
- Conduct regular security assessments of AI systems handling district data

Section X: Vendor Agreements and Licensing

This section establishes requirements for AI technology vendor evaluation, procurement, and contractual agreements, consistent with the AI Use Policy, Article X. See Appendix 10 for the complete Vendor Procurement Process.

X.1 General Requirements

- AI technologies procured by the district must include clear intellectual property rights provisions
- Vendors must provide bias testing disclosure, documentation, and incident reporting procedures
- Administration and the AI Committee shall work with legal counsel to develop and maintain the AI technologies vendor evaluation, procurement, and licensing process
- Educational technology vendors must identify AI technology components embedded in the educational technology supplied to the district

X.2 Evaluation Criteria

Vendor evaluation criteria shall include:

- Data handling and data residency requirements
- Model transparency and explainability
- Bias auditing and testing methodology
- Accessibility compliance (WCAG 2.1, Section 508)
- FERPA/COPPA compliance
- Vendor risk tiers aligned with the district's AI tool types and categories
- Financial stability and references from K-12 educational clients

X.3 Required Contract Provisions

A contractual agreement between the district and an AI vendor must:

- Establish ownership of content created through use of the vendor's AI services; vendor terms asserting broad rights to user-generated content are addressed under Section X.4
- Address data processing obligations and limitations
- Prohibit use of student data for AI model training, fine-tuning, or improvement in any form, including anonymized or aggregated data
- Establish data deletion rights, including complete deletion within 30 days of contract termination with written certification
- Provide vendor risk tiers aligned with this policy's AI tool types and categories
- Include interoperability requirements that prevent vendor lock-in and ensure data portability
- Address the ramifications if the vendor changes terms of service, is acquired by another entity, or discontinues operation, including data return, migration assistance, and notification timelines
- Set forth breach notification requirements, including notification to the district within 72 hours of a confirmed breach

X.4 Intellectual Property Rights

- Terms claiming broad rights to user-generated content shall follow the district policy related to Employee Publications, Instructional Materials, Inventions, and Creations (MSBA/MASA Model Policy 409)
- District retains all rights to content created by staff and students using district-approved AI tools
- AI-generated outputs belong to the district or users, not the vendor

Section XI: AI and Records Retention

This section establishes requirements for records retention of AI-generated or AI-assisted content, consistent with the AI Use Policy, Article XI.

XI.1 When AI-Generated Content Constitutes a District Record

A document created, received, or maintained through an AI system may constitute a school district record. AI-generated or AI-assisted data shall be treated as a school district record when the data:

- Documents a school district action, policy, or operation; or
- Is relied upon when making an educational, administrative, or financial decision

XI.2 Retention Requirements

- Records described in XI.1 shall be retained pursuant to the district's Records Retention schedule consistent with Minnesota Government Records obligations
- Staff may not use AI tools that prevent proper record retention, export, or management of district records
- AI tools must not automatically delete or alter district records without authorized review
- The retention schedule applies to AI-generated content just as it applies to traditionally created records of the same type

XI.3 Staff Obligations

- Staff must identify when AI-generated or AI-assisted content meets the criteria in XI.1 and ensure proper retention
- Staff must not use AI tools that prevent the district from meeting its records retention obligations
- When unsure whether AI-generated content constitutes a record, staff should consult the AI Coordinator or Legal and Compliance Office

XI.4 AI Committee and Legal Oversight

- The AI Committee and Legal/Compliance Office shall verify that approved AI tools support the district's records retention obligations during the procurement process
- Records retention compliance shall be included in vendor evaluation criteria (Section X.2)
- Records retention compliance shall be reviewed as part of the annual AI Committee review cycle

Section XII: Reporting, Misuse, and Incidents

This section establishes reporting channels, investigation procedures, violation response protocols, and the district's AI Structured Incident Response Plan, consistent with the AI Use Policy, Article XII.

XII.1 Reporting Channels

All students, staff, parents, and community members are encouraged to report concerns regarding AI use to:

- Building Principal or Principal's designee (primary contact)
- AI Coordinator
- IT Services (for technical/security concerns)
- Legal and Compliance Office (for privacy/regulatory concerns)

XII.2 Reportable Concerns

- Suspected policy violations
- Privacy or data security concerns
- Potential bias or discrimination in AI outputs
- Accessibility barriers
- Inappropriate content generation
- Academic integrity violations
- Safety or student wellbeing concerns
- AI-generated content involving minors

XII.3 Investigation Procedures

- Reports shall be acknowledged within two (2) business days
- Appropriate administrator shall conduct preliminary assessment
- AI Coordinator shall be consulted on technical aspects
- Investigation shall comply with applicable due process requirements
- Confidentiality maintained to the extent permitted by law

XII.4 Protection from Retaliation

- Good faith reporting of concerns is encouraged and protected
- Retaliation against individuals reporting concerns is prohibited
- Concerns about retaliation should be reported to Administration or Board

XII.5 Violation Response

- Clear procedures for reporting AI policy violations
- Appropriate sanctions for non-compliance and inappropriate use
- Due process protections for accused individuals
- Remedial training and support when appropriate

XII.6 Constructive Resolution

- Staff may voluntarily disclose past unauthorized use without penalty if disclosed within 30 days of policy training, no student or district harm has occurred, and the user commits to compliance going forward
- First prohibited policy violation absent harm or data breach will be an educational conversation, not disciplinary; the AI technology must be immediately submitted for approval or discontinued
- Subsequent occurrences or serious violations will follow standard disciplinary procedures

XII.7 AI Structured Incident Response Plan

The AI Committee will develop and maintain an AI Structured Incident Response Plan as required by the AI Use Policy, Article XII.B. The plan shall include response protocols for:

- AI-generated CSAM or intimate imagery involving minors
- Data breach through use of an AI tool
- AI-facilitated cheating at scale
- Deep fake creation or distribution
- Student welfare concerns related to AI use

XII.7.1 Incident Classification

- Tier 1 - Minor: Individual policy violations, unauthorized tool use, minor attribution failures; handled at building level with educational response
- Tier 2 - Serious: Data exposure, significant academic integrity violations, student wellbeing concerns, deep fake incidents involving known individuals; requires AI Coordinator involvement and possible parent notification
- Tier 3 - Critical: CSAM or intimate imagery involving minors, major data breach, deep fake distribution, law enforcement triggers; requires immediate escalation to Superintendent and external authorities

XII.7.2 Escalation Path

- Tier 1: Building Principal - AI Coordinator (notification)
- Tier 2: Building Principal - AI Coordinator - Superintendent
- Tier 3: Building Principal - AI Coordinator - Superintendent - Board - Law Enforcement/State and Federal Agencies as applicable

XII.7.3 Notification Protocols

- Tier 1: Building principal notifies parent/guardian as appropriate within 5 business days
- Tier 2: Parent/guardian notified within 2 business days; Superintendent notified immediately
- Tier 3: Law enforcement notified immediately; parents notified as soon as legally permissible; state and federal agencies notified as required by law; district legal counsel engaged

XII.7.4 Evidence Preservation

- Do not delete any AI interaction logs, output records, or communications pending investigation
- Preserve all relevant records per district records retention and legal hold procedures
- IT Services shall assist with technical evidence preservation
- Chain of custody documentation required for Tier 3 incidents

XII.7.5 Post-Incident Review

Within 30 days of resolution of any Tier 2 or Tier 3 incident, the AI Committee shall conduct a post-incident review including summary of what occurred, assessment of whether procedures were followed, identification of gaps, recommendations for procedure updates, and documentation filed with AI Coordinator.

Section XIII: Training of School District Staff, Teachers, and Students

The district will train all school district staff, teachers, and students on the requirements of the AI Use Policy, AI procedures and plans, and other district policies regarding data management, privacy, acceptable uses of AI, and AI prohibitions.

XIII.1 Professional Development

- Mandatory AI literacy training for all administration, faculty, and staff
- Specialized training for high-risk AI applications and intellectual property responsibilities
- Regular updates on AI policy and procedure changes and best practices
- Training on new content areas: agentic AI governance, synthetic media prohibitions, student mental health and AI dependency recognition, and updated definitions
- Access to AI resources and tools for educational purposes

XIII.2 Student Education

- Integration of AI literacy into curriculum using the four-component framework (Section V.4)
- Integration of ethical AI use and academic integrity into curriculum
- Resources for understanding AI capabilities and limitations
- Age-appropriate instruction per Appendix 6

XIII.3 AI Literacy and Curriculum Integration

Teacher responsibilities and student AI literacy development are detailed in Section V. Professional development will include all four components of AI literacy: algorithmic awareness, application identification, data interpretation and critical analysis, and ethical evaluation.

XIII.4 Student Wellbeing and AI Use

The district recognizes that AI use can have impacts on student mental health and wellbeing. This section provides guidance to counselors and other staff as required by the AI Use Policy, Article VI.D.12.

XIII.4.1 AI-Related Student Wellbeing Concerns

Staff and counselors should be aware of the following AI-related student wellbeing concerns:

- Unhealthy AI dependency: Over-reliance on AI for tasks students should develop skills to complete independently
- Parasocial and emotional relationships with AI chatbots: Students forming attachments to AI systems as if they were human relationships
- Overreliance on AI for emotional support, decision-making, or social interaction: Using AI as a substitute for human connection or personal agency
- Similar AI-related mental health impacts: Anxiety related to AI use, fear of being replaced, confusion about AI-generated information

XIII.4.2 Recognition Indicators

- Student expresses strong emotional attachment to AI tools or characters
- Student becomes distressed when AI tools are unavailable
- Student consistently seeks AI assistance for social or emotional decisions that peers handle independently
- Student demonstrates significant decline in independent work or problem-solving without AI support
- Student expresses difficulty distinguishing AI responses from human perspectives

XIII.4.3 Counselor and Staff Guidance

- Staff observing indicators above should consult with school counselors
- Counselors may address AI-related wellbeing concerns using standard social-emotional learning and counseling frameworks
- Referral protocols follow existing student wellbeing referral procedures
- Staff should communicate concerns to the building principal and AI Coordinator as appropriate
- District training will include AI-related wellbeing awareness as part of professional development

XIII.4.4 Family Communication

- The district will provide families with resources on healthy AI use habits at home as part of the annual notice (Section XIV)
- Guidance will include age-appropriate discussion topics for families regarding AI dependency and healthy boundaries
- Families are encouraged to contact school counselors with concerns about their student's AI use patterns

Section XIV: Notice

The district will inform students, parents, and guardians about AI use in the district, including any significant changes to the AI Use Plan, consistent with the AI Use Policy, Article XIV.

XIV.1 Annual Notice

At the beginning of each school year, the district shall provide notice regarding:

- AI technologies approved for student use
- Student responsibilities and expectations
- Academic integrity requirements related to AI
- Privacy protections and data handling practices
- Student and parent rights, including the right to request a review of the human decision-making in consequential AI-influenced decisions
- Resources for healthy AI use habits at home
- How to report concerns
- Links to full procedures and board policy

XIV.2 Significant Changes Notice

When significant changes occur, the district shall provide notice within thirty (30) days through:

- District website update
- Email to all staff
- Student/parent communication (email, portal, or newsletter)
- Faculty/staff meeting agenda item

XIV.3 Student-Facing AI Technologies Deployment

Prior to deploying new student-facing AI technologies, the district shall:

- Notify parents/guardians of the tool's purpose and use
- Provide opportunity for parent questions
- Offers opt-out procedures where educationally appropriate
- Include privacy information and data handling practices

XIV.4 Communication Channels

- District website (dedicated AI resources page)
- Parent/student portal
- Email distribution lists
- Faculty/staff meetings
- Student orientations and assemblies
- Community forums as needed

Section XV: Review

The district's administration will regularly review use of AI and recommend updates to the school board, consistent with the AI Use Policy, Article XV.

XV.1 Multi-Layered Review Cycle

- Monthly: The AI Committee will complete operational updates to the Master Approved AI Platforms and Technologies List (see Appendix 9) and monitor regulatory developments
- Quarterly: The Superintendent with the AI Committee will review policy and procedures effectiveness, modify procedures, and update training requirements
- Annually: The Superintendent and Board will complete a full policy evaluation against the learning year and stakeholders' feedback and strategically plan for the next year's AI initiatives

XV.2 Trigger-Based Emergency Review

The following events automatically trigger emergency review within 10 business days:

- Major security breaches or data exposure involving an AI tool
- New federal or state laws affecting AI in education
- Three or more serious incidents related to AI misuse in a single semester
- Board strategic direction changes requiring policy alignment
- Significant changes to the AI Use Policy

Emergency Review Process:

- AI Committee convenes emergency meetings within 5 days of incident notification
- Committee assesses impact and urgency for action
- If needed, Committee recommends temporary procedure modifications to Superintendent
- Superintendent may implement interim measures pending AI Committee review
- AI Committee completes stakeholder feedback and concerns for future reference

Legal References

Minnesota Statutes

- Minn. Stat. s. 13.02 - Definitions of government data
- Minn. Stat. s. 13.03 - Access to government data
- Minn. Stat. s. 13.05 - Duties of responsible authority
- Minn. Stat. s. 13.32 - Educational data
- Minn. Stat. s. 604.32 - Cause of action for nonconsensual dissemination of a deep fake
- Minn. Stat. s. 609.771 - Use of deep fake technology to influence election
- Minn. Stat. s. 617.262 - Nonconsensual dissemination of a deep fake

Federal Laws

- 15 U.S.C. ss. 6501-6506 - Children's Online Privacy Protection Act (COPPA)
- 18 U.S.C. ss. 2510-2523 - Electronic Communications Privacy Act
- 20 U.S.C. s. 1232g - Family Educational Rights and Privacy Act (FERPA)
- 20 U.S.C. ss. 1400-1419 - Individuals with Disabilities Education Act (IDEA)
- 29 U.S.C. s. 701 et seq. - Rehabilitation Act of 1973 (Section 504)
- 42 U.S.C. s. 12101 et seq. - Americans with Disabilities Act (ADA)
- 42 U.S.C. s. 2000e et seq. - Title VII of the Civil Rights Act

Cross References

- MSBA/MASA Model Policy 406: Public and Private Personnel Data
- MSBA/MASA Model Policy 409: Employee Publications, Instructional Materials, Inventions, and Creations
- 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 524: Internet, Technology, and Cell Phone Acceptable Use and Safety
- MSBA/MASA Model Policy 524.5: Personal Electronic Communication Devices
- MSBA/MASA Model Policy 601: School District Curriculum and Instruction Goals
- MSBA/MASA Model Policy 603: Curriculum Development

APPENDICES

District Modular AI Use Toolkit for School Districts

The following appendices are provided as a "modular toolkit" for the procedures. The appendices are only intended for guidance purposes and school districts are encouraged to customize tools to meet their AI Use Plan. Each appendix directly relates to procedures identified in the procedural guide. Each appendix offers possible expanded language, structures, tables, templates, guidelines and processes to support both the AI Use policy and procedures for an individual school district.

Important Notice and Disclaimer

School districts are strongly encouraged to consult with their own legal counsel to ensure compliance with applicable federal, state, and local laws, regulations, and policies. Each district must adapt these procedures to align with their specific legal requirements, governance structure, and operational context. Quantum Bridge Solutions makes no warranties regarding the completeness, accuracy, or suitability of these appendices for any particular purpose and assumes no liability for decisions made or actions taken based on this content. The ultimate responsibility for AI policy development, implementation, and compliance rests with the adopting school district and its leadership.

Appendix 1: Artificial Intelligence (AI) Committee Charge

This appendix provides a possible structure and format for an AI Committee's operations. The committee's operations could be assigned to a stand-alone committee or included within the existing school district committee structures.
The Artificial Intelligence (AI) Committee is appointed by the superintendent and includes teachers, staff, students, parents, and community members to guide school district AI objectives. The committee will develop, implement, and annually review procedures for AI use, ensuring alignment with school district policies, classroom requirements, and legal standards.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

A. Charge Statement

The school board directs the superintendent to appoint teachers, school staff, students, parents, and community members who have relevant experience regarding AI technologies to an AI Committee to guide school district AI objectives. The committee will develop, implement, and annually review procedures for AI use, ensuring alignment with school district policies, classroom requirements, and legal standards. (MSBA/MASA Model Policy 625, Article VI.A)

B. Committee Composition

The AI Committee shall include representatives from the following stakeholder groups, consistent with the AI Use Policy, Article VI.A.1: teachers, school staff, students, parents, and community members who have relevant experience regarding AI technologies. A total of 9-13 members is recommended for effective governance. The committee may be a stand-alone body or integrated within an existing district committee structure.

C. Recommended Membership Roles

Consistent with the AI Use Policy membership categories, the following roles are recommended:

- Teachers: Elementary classroom teacher, Secondary classroom teacher, Special Education representative
- School Staff: Technology or IT Director, Academic Administrator or Curriculum Director, Building Principal, Information Security or Privacy Officer, Legal or Compliance Representative
- Students: High School student representative (non-voting advisory role)
- Parents: Parent or Guardian representative
- Community Members: Community member with AI, technology, or relevant professional experience

D. Appointment and Terms

- Superintendent appoints members based on recommendations from stakeholder groups
- 3-year staggered terms, renewable once
- At least 50% of members must rotate every 3 years to ensure fresh perspectives
- Members must complete AI governance training within 60 days of appointment

E. Responsibilities

- Understand and comply with district AI policy and procedures
- Complete the assigned operational tasks, authorities, and guidelines of the AI Committee Charge
- Create, assess, determine, and maintain a Master Approved AI Technologies List by user group (Section VI.5)
- Assess and issue interim guidance and appropriate treatment of novel or new AI technologies
- Complete AI literacy and training program requirements for the AI Committee
- Coordinate AI training and professional development programs for all user groups
- Review, approve, monitor, and assess employee-created AI technology applications (Section VIII.4)
- Develop and implement AI technologies procurement and licensing process (see Appendix 10)
- Develop and recommend an AI Use Plan for board approval (see Appendix 13)
- Develop and maintain an AI Structured Incident Response Plan (Section XII.7)
- Develop and recommend an Age-Appropriate Students' AI Technologies Framework (see Appendix 6)
- Conduct annual equity impact assessments of AI technology implementations
- Provide guidance on AI technologies, ethics, and best practices

F. Decision-Making Process

- Quorum: 60% of members present (in-person or virtual)
- Voting: Simple majority of present members for approvals
- Expedited Review: Co-Chairs may approve pre-defined low-risk requests between meetings, reported at next meeting
- Recusal: Members with conflicts of interest must recuse from relevant votes
- Transparency: Meeting agendas published 5 days in advance; minutes published within 10 days

G. Meeting Cadence

- Monthly during school year (minimum 9 meetings annually)
- Emergency meetings convened within 72 hours when needed
- Summer meetings as needed for planning and major reviews

Appendix 2: AI Coordinator Responsibilities

School districts may choose whether to designate an AI Coordinator. Where an AI Coordinator is designated, the Superintendent shall designate at least one AI Coordinator to serve as the district's primary resource on AI technologies and to chair the Artificial Intelligence (AI) Committee. The coordinator responsibilities could be a stand-alone position or included in a current administrative position's responsibilities. Where no AI Coordinator is designated, the superintendent or the superintendent's designee assumes the responsibilities described in this appendix.
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A. Monitoring and Advisory Functions

- Monitor advancements in AI technology relevant to education
- Track emerging risks, vulnerabilities, and best practices
- Serve as professional resource and advisor to Administration, AI Committee, and staff
- May consult external experts under appropriate confidentiality agreements

B. Implementation and Oversight

- Direct implementation of the Master Approved AI Platforms and Technologies List
- Coordinate with IT Services on technical deployment and integration
- Ensure compliance with approved use procedures
- Monitor vendor compliance with data protection agreements

C. Curriculum and Instruction Support

- Advise on student-facing AI resource selection as part of curriculum development
- Provide guidance to faculty on instructional AI tool integration
- Support teachers in developing AI literacy lessons
- Review new AI products and services proposed for classroom use
- Direct implementation of the AI Use Plan for student-facing AI

D. Maintenance and Updates

- Ensure procedures remain current as technology and regulations evolve
- Recommend updates to AI Committee and Administration
- Coordinate annual policy and procedure reviews
- Maintain documentation of AI tool approvals and usage
- Serve as the primary consultation resource for staff on records retention questions related to AI-generated and AI-assisted content, consistent with Section XI.3
- Ensure approved AI tools support the district's records retention obligations during the procurement review process, consistent with Section XI.4

- Track records retention compliance as part of the annual AI Committee review cycle

E. Authority

- May temporarily suspend AI tool approval if security or compliance concerns arise
- Recommends approval/denial of new AI technology requests to AI Committee
- Issues interim guidance on emerging AI tools pending Committee review

Appendix 3: All Other Role Responsibilities

This appendix defines possible responsibilities for all district user groups other than the AI Committee (Appendix 1) and AI Coordinator (Appendix 2) with the integration of AI into the school district.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

School Board

- Establish governance oversight expectations
- Review, update, and approve the AI policy on an annual basis
- Approve AI Use Plan and AI technologies strategic goals for the district
- Complete AI literacy and training program requirements including governance and oversight focus
- Seek periodic reports from administration and/or Governance Committee on the district's use of AI technologies

Administration

- Understand and comply with district AI policy and procedures
- Assign individual, committee, and/or team responsibilities related to the AI policy
- Develop, implement, and supervise the AI Committee's Charge
- Ensure completion of AI literacy and training program requirements
- Oversee academic applications of AI and ensure educational quality
- Manage technical infrastructure and security aspects of AI implementation
- Monitor AI use across the district and address policy violations
- Ensure compliance with applicable policies, laws, and regulations
- The superintendent or designee shall implement and regularly review privacy controls and safety features to protect student, staff, and school district data associated with approved use of AI
- Ensure district AI tool use supports the district's records retention obligations and that staff understand their responsibilities under Section XI

Faculty Responsibilities

- Understand and comply with district AI policy and procedures
- Clearly communicate AI use expectations to students
- Maintain academic integrity in AI-assisted teaching and research
- Protect student privacy when using AI
- Seek approvals for AI applications in their work areas
- Report suspected policy violations or security concerns
- Complete AI literacy and training program requirements including pedagogical integration and confidentiality

Staff Responsibilities

- Understand and comply with district AI policy and procedures
- Protect confidential information when using AI
- Seek appropriate approval for AI in their work areas
- Report suspected policy violations or security concerns
- Complete AI literacy and training program requirements including confidentiality

Student Responsibilities

- Understand and comply with district AI policy and procedures including course-specific requirements
- Use AI ethically and in accordance with academic integrity standards
- Properly attribute AI assistance in academic work when permitted
- Respect intellectual property rights when using AI
- Report suspected misuse of AI by peers or faculty

Information Technology Services

- Understand and comply with district AI policy and procedures
- Provide technical support for approved AI technologies
- Complete AI literacy and training program requirements including confidentiality
- Ensure security and privacy compliance with AI applications
- Monitor AI system performance and address technical issues
- Maintain inventory of AI technologies and systems in use
- Provide technical guidance on AI implementation
- Conduct district-wide AI tool inventory as part of the transition protocol (Section I.4)

Legal and Compliance Office

- Understand and comply with district AI policy and procedures
- Monitor regulatory developments affecting AI use in education
- Provide guidance on legal implications of AI applications
- Review contracts and agreements for AI services
- Investigate reported policy violations
- Ensure compliance with data protection regulations
- Advise on records retention obligations for AI-generated and AI-assisted content consistent with Section XI
- Verify that AI tools under procurement review support the district's records retention schedule, consistent with Section XI.4
- Serve as a consultation resource for staff and the AI Coordinator on records retention classification questions

Appendix 4: Definitions

The following definitions apply to these procedures and are aligned with the AI Use Policy, Article III. Terms are listed alphabetically. Consistent definitions ensure all stakeholders operate with a common understanding of key AI terms.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

Artificial Intelligence (AI): A category of computer-based systems that analyze data and recognize patterns to support teaching, learning, and administrative operations, for the purpose of assisting human decision-making, within educational and legal constraints, and excluding the replacement of professional judgment or human accountability.

Agentic AI: AI systems capable of undertaking multistep actions autonomously, such as web browsing, code execution, interaction with other software, and rendering sequential decisions, without human intervention at each step. All agentic AI systems are classified as High-Risk by default.

AI Educational Learning: Educational learning accessing AI is the active process by which learners construct knowledge, develop understanding, and build skills through meaningful engagement with ideas—including the critical evaluation, adaptation, and application of AI-assisted outputs—resulting in the ability to independently explain, defend, and transfer what has been learned to new contexts.

AI Tool Types: The district recognizes three tool type classifications: (1) Student-Facing AI - used by or with students for instruction, where student information may be entered; (2) Confidential AI - used for non-instructional purposes, processing confidential data to generate new content or recommendations; (3) Operational AI - used for generating content based on non-confidential data.

Closed AI Tools: Private AI tools that can be accessed by school district staff only. Sharing data in a Closed AI Tool is more secure than when using a Publicly Available AI Tool, though information leaks may still occur.

Confidential Data/Information: Information that the school district is prohibited by law, policy, or contract from disclosing or that the district may disclose only in limited circumstances. Includes PII about students and employees, student and employee medical information, student education records, and information about any student's IEP or Section 504 plan.

Deep Fake: Any video recording, motion-picture film, sound recording, electronic image, or photograph, or any technological representation of speech or conduct substantially derivative thereof: (1) that is so realistic that a reasonable person would believe it depicts speech or conduct of an individual who did not in fact engage in such speech or conduct; and (2) the production of which was substantially dependent upon technical means, rather than the ability of another individual to physically or verbally impersonate such individual. (See Minn. Stat. ss. 604.32, 609.771, 617.262.)

Generative Artificial Intelligence (GenAI): Computer-based systems that generate content - such as text, images, audio, or data analysis - in response to prompts. Generative AI includes large language models (LLMs) like ChatGPT, as well as tools that generate audio, images, or video.

Generative AI Chatbots: A chatbot with generative AI capabilities that uses large language models (LLMs) and machine learning to simulate natural, human-like conversations and generate content, code, or images in real time. Examples include ChatGPT, Claude, Google Gemini, Meta AI, and Microsoft Copilot. Generative AI Chatbots, like all AI programs, may hallucinate (create information that is not true, misleading, or nonsensical).

Human-AI-Human (H-AI-H) Model: A decision-making framework in K-12 education requiring human judgment at the initiation and human accountability at the conclusion of AI-assisted processes. The model ensures AI serves as an augmentative tool rather than an autonomous decision-maker. Three components: Human Inquiry (human defines the question), AI Processing (AI analyzes and suggests), and Human Empowerment (human makes final decision and remains accountable).

Human-in-the-Loop (HITL): A model or process that requires active human participation in the operation, supervision, or decision-making of an AI-driven or automated system. HITL is required for all consequential actions involving AI use. The H-AI-H framework encompasses and extends HITL requirements.

Personally Identifiable Information (PII): Information that can be used to distinguish or trace an individual's identity, either directly or indirectly. Includes the student's name; name of parent or family members; address; personal identifiers such as Social Security number, student number, or biometric record; date of birth; and other information linked or linkable to a specific student.

Publicly Available AI Tools: AI tools generally accessible for public use where the public can access the information that the tools provide.

School District-Approved AI Tool: Any AI platform or application that has been reviewed and authorized by the district's AI Committee. A teacher or staff member may request that an AI platform or application be reviewed and authorized.

Synthetic Media: Digital content in a media format (including text, images, video, and audio) created in part or wholly through use of AI.

Voice Cloning: The use of AI to create a digital replica of another person's voice through the use of recorded audio samples.

Appendix 5: General Statements of AI Use Policy

This appendix provides the full text of the general statements of the AI Use Policy, Article II. These statements represent the foundational commitments of the district's approach to AI use and inform every procedure in this guide.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

- **Academic Integrity:** The school district supports use of AI in ways that uphold academic integrity and foster student critical thinking and original work.
- **Augmentative Tool:** The school district supports AI use as an augmentative tool rather than as an autonomous decision-maker. The school district recognizes that human intelligence and H-AI-H protocols should drive the educational process, with AI supporting education and humans remaining accountable for decisions and outcomes.
- **Enhance Administrative Operations:** The school district supports use of AI to enhance administrative operations and efficiency.
- **Transparent AI Use:** Student and staff use of AI shall be transparent and responsible. Appropriate attribution shall be provided.
- **Review of Privacy and Safety Controls:** The superintendent or designee will implement and regularly review privacy controls and safety features to protect student, staff, and school district data associated with approved use of AI.
- **Fair and Equitable Access:** The school district supports and promotes fair access to approved AI tools and will strive to ensure equitable access for all students and staff.
- **Ongoing Training and Guidance:** The school district will provide ongoing training and guidance to mitigate the potential for bias and misinformation and will hold students and staff accountable for the consequences of AI use.
- **All AI Use When a Nexus to School District:** This policy applies to all AI use by students and staff regardless of whether the use occurs on school district property, at school district events and activities, or off campus when a nexus to the school district's educational environment exists. Student AI use must be consistent with school district policies on use of cell phones, personal electronic devices, wearable AI devices, and the internet.
- **Student's Grade Levels for AI Use:** The school district recognizes that a student's age may be a key consideration in determining appropriate AI use.
  - Kindergarten through Grade 5: only highly restricted, teacher-mediated AI interactions are permitted. The focus is upon conceptual understanding of AI.
  - Grades 6 through 8: structured introduction to AI tools together with appropriate guardrails. Critical thinking about AI outputs and digital citizenship will be addressed.
  - Grades 9 through 12: centers upon broader AI access with accountability expectations; preparation of students for AI-integrated postsecondary and

workforce environments; advanced AI literacy, including an understanding of how AI models work.

Appendix 6: Age-Appropriate Student AI Technologies Framework

This appendix serves as a modular guide for implementing age-appropriate AI integration consistent with Section V of these procedures and the AI Use Policy, Article II.I. Grounded in evidence-based best practices, this framework offers considerations, options, and insights for establishing grade-appropriate AI access, H-AI-H implementation, and AI literacy development. Districts are encouraged to adapt this appendix to fit their unique environment, student population, and organizational culture, treating it as a living framework that evolves with your strategic vision for responsible AI integration.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

I. Purpose and Overview

This framework establishes age-appropriate guidelines for introducing students to AI technologies in educational settings, as required by Section V of these procedures. Central to this framework is the Human-AI-Human (H-AI-H) Decision-Making Approach, which ensures human oversight at both the beginning and end of every AI-assisted process at all grade levels. The framework is organized by three grade bands with progressively increasing student responsibility for each H-AI-H component.

II. H-AI-H Decision-Making Approach: Developmental Progression

The Human-AI-Human (H-AI-H) Decision-Making Approach consists of three essential components applied at every grade level:

- Human Inquiry: Human defines the question, problem, and/or decision context - the human owns the starting point
- AI Processing: AI analyzes data, generates options, or provides recommendations - AI assists in the middle
- Human Empowerment: Human reviews AI outputs, applies contextual judgment, makes final decisions, and remains accountable - the human owns the outcome

The H-AI-H approach is applied developmentally, with students gaining increasing responsibility for each component as they mature across three grade bands.

H-AI-H Component Quick Reference Table

H-AI-H Component	Elementary (K-5)	Middle School (6-8)	High School (9-12)
HUMAN INQUIRY (Defining Questions)	Teacher controls inquiry phase - Teacher defines all questions - Students observe teacher formulating questions - Focus: 'We need to find out about...' - Students contribute ideas verbally	Students participate with teacher approval - Students develop questions independently - Teacher reviews and approves inquiry before AI interaction - Students document their question or problem	Students independently define inquiry - Students own question formulation - Must demonstrate purposeful, well-defined inquiry - Apply H-AI-H to professional and college contexts
AI PROCESSING	Teacher executes all AI	Students use AI with	Students use AI

(Using AI Tools)	interactions - Teacher operates all AI tools - Narrates: 'The AI is helping us by...' - Students observe AI assistance, not operate it - All AI content pre-screened	supervision - Students interact with approved tools - Teacher monitors usage in real time - Log all AI interactions - Mid-point teacher check required	independently - Students select appropriate tools from approved list - Document complete AI interaction - Apply AI literacy framework to evaluate outputs
HUMAN EMPOWERMENT (Final Decisions)	Teacher leads evaluation - Teacher guides critical thinking - Asks: 'Is this good? Is this correct?' - Models: 'I'm choosing to use this because...' - Students verbalize agreement or disagreement	Students demonstrate critical evaluation - Must explain why they accepted, modified, or rejected AI outputs - Include AI citation in all work - Demonstrate H-AI-H process in reflections	Students fully accountable for decisions - Verify ALL AI outputs rigorously - Demonstrate professional-level H-AI-H - Disclose AI use per teacher requirements - Own final product quality
Supervision Level	Direct teacher supervision required - Teacher physically present always - Whole class or small group only - No individual student AI accounts	Guided exploration with boundaries - Teacher oversight with student autonomy - Structured use with defined parameters - Student accounts may be permitted with parental consent	Independent use with accountability - Students work independently within course guidelines - Course-specific H-AI-H policies established by teacher - Progress monitored through assignments
Accountability	Teacher accountable for all phases - Teacher responsible for appropriate use - No individual student AI responsibilities	Shared teacher-student accountability - Students accountable for H-AI-H process - Teacher accountable for tool selection and oversight	Student fully accountable - Students responsible for quality of all three components - H-AI-H violations treated as academic integrity issues
Key Learning Outcomes	Build H-AI-H awareness - Understand 'Humans ask, AI helps, humans decide' - Recognize AI as a tool, not a person - Develop curiosity and wonder about technology	Develop H-AI-H competency - Practice all three H-AI-H components - Learn to evaluate AI outputs critically - Understand digital citizenship in AI context	Master H-AI-H for college and career - Execute H-AI-H independently and professionally - Understand AI implications for their future work - Engage advanced AI literacy across all four components
Teacher Responsibilities for Classroom Use	Direct responsibility for all H-AI-H phases - Communicate AI permission clearly to students and parents - Pre-screen all AI content before class use - Align AI demonstrations to curriculum goals - Maintain FERPA/COPPA compliance at all times	Guided oversight with clear assignment expectations - State AI permission or prohibition per assignment in writing - Include attribution requirements in assignment instructions - Monitor AI use in real time and document - Connect AI use to course learning objectives	Course-level policy and accountability - Include AI use policy in course syllabi - Specify attribution format for AI-assisted work - Provide discipline-specific examples of appropriate use - Hold students accountable for H-AI-H execution quality - Verify AI tool compliance with district

			policies

III. Grade Band Framework Requirements

A. Elementary Level (Grades K-5) - Core Requirement: Supervised introduction with teacher-mediated use

Framework Requirements:

- Teacher Controls H-AI-H Process: Teachers execute all three components while narrating their thinking for students
- Direct Teacher Supervision: Teachers must be physically present and actively monitoring all AI technology use
- Whole-Class or Small-Group Activities: AI tools are used in teacher-led demonstrations where students observe the H-AI-H cycle
- Age-Appropriate Content: All AI-generated content must be pre-screened or generated in real-time by teachers
- Focus on Wonder and Discovery: Introduction emphasizes curiosity and understanding that 'humans ask, AI helps, humans decide'
- No Individual Student Accounts: Elementary students do not create personal AI platform accounts

B. Middle School Level (Grades 6-8) - Core Requirement: Guided exploration with clear supervised boundaries

Framework Requirements:

- Guided H-AI-H Participation: Students execute all three components with teacher oversight and must demonstrate understanding of each phase
- Documented Decision-Making: Students maintain logs showing their H-AI-H process
- Teacher Approval of Inquiry Phase: Teachers review and approve student questions/problems before AI interaction
- Critical Evaluation Required: Students must demonstrate Human Empowerment by explaining why they accepted, modified, or rejected AI outputs
- Attribution Requirements: Students cite AI use and describe their H-AI-H decision-making process

C. High School Level (Grades 9-12) - Core Requirement: Supervised independence focused on academic integrity and safety

Framework Requirements:

- Independent H-AI-H Execution: Students demonstrate ability to properly execute all three components
- Full Accountability: Students are responsible for the quality of their Human Inquiry, AI Processing, and Human Empowerment
- H-AI-H Process Transparency: Students document their complete H-AI-H process

- Professional H-AI-H Standards: Students learn how the H-AI-H framework applies in college and workplace contexts
- Course-Specific H-AI-H Policies: Each teacher establishes clear discipline-appropriate guidelines (included in syllabi)

D. Implementation Guidance Across All Levels

- Teacher Training: All teachers receive explicit training on the H-AI-H Decision-Making Approach before implementing AI in classrooms
- Parent Communication: Annual notification explains H-AI-H framework in accessible language
- Assessment of H-AI-H Competency: Teachers assess students' ability to execute each H-AI-H component, not just final products

IV. Core Principles

- H-AI-H Framework Central: All AI use follows the Human-AI-Human approach at all grade levels
- Safety First: All AI technology use must prioritize student safety, privacy, and well-being
- Developmental Appropriateness: AI tools and instruction must match students' cognitive and social-emotional development
- Progressive Independence: Students gain more autonomy with each H-AI-H component as they mature
- Consistent Supervision: Adult oversight required at all grade levels with varying degrees of directness
- Academic Integrity Foundation: Students learn ethical AI use and proper attribution from earliest introduction

V. AI Literacy Framework Integration

Per the AI Use Policy, Article V.A, the district's AI literacy framework consists of four components that shall be addressed across all grade levels and integrated into professional development. The following provides grade-level examples for each component:

Algorithmic Awareness

Understanding that AI is built upon algorithms, that algorithms are not neutral, and that biases can arise from training data and design choices.

- K-5 Example: Ask students 'Who made this AI? What did they teach it?' after a teacher-led AI demonstration. Discuss that AI learns from human-created examples.
- 6-8 Example: Compare two AI image generators' outputs for the same prompt. Discuss why results differ and what the training data may have included.
- 9-12 Example: Research a documented case of AI bias in a hiring or criminal justice context. Analyze root causes and propose corrective approaches.

Application Identification

Recognizing potential uses for AI and understanding appropriate use cases in educational and professional contexts.

- K-5 Example: Create a classroom chart of 'AI Helpers We Know' (spell-check, voice assistants, recommendation engines). Discuss helpful and unhelpful uses.
- 6-8 Example: Students identify three ways AI is used in a career they are interested in and present whether each use is appropriate.
- 9-12 Example: Evaluate an AI tool for a specific professional task using a rubric that includes accuracy, ethics, accessibility, and learning impact.

Data Interpretation and Critical Analysis

Ability to analyze AI output, assess reliability, identify errors and biases including hallucination, and verify information against authoritative sources.

- K-5 Example: Teacher shows an AI-generated answer and fact-checks it together with students using a trusted book or website. Model the process of asking 'How do we know this is true?'
- 6-8 Example: Students use AI to research a historical event, then compare outputs to three verified sources and document discrepancies.
- 9-12 Example: Students prompt an AI tool with the same question five different ways and analyze consistency, accuracy, and potential bias across responses.

Ethical Evaluation

Critically assessing ethical implications of AI use, including fairness, transparency, accountability, privacy, and workforce impacts.

- K-5 Example: Read and discuss a picture book about fairness and technology. Ask: 'Is it fair if only some students can use the AI helper?'
- 6-8 Example: Role-play scenario: An AI tool recommends a student be placed in a lower reading group. Who should make the final decision and why?
- 9-12 Example: Research and AI application in healthcare, law enforcement, or education. Write a structured ethical analysis addressing fairness, transparency, and human accountability.

AI Literacy Framework Quick Reference Table

This table provides a quick reference for implementing the four AI literacy components across grade bands. Use this in professional development and curriculum planning.

AI Literacy Component	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Algorithmic Awareness	Recognize AI as a tool made by humans; discuss who built it and what it learned	Understand algorithms and training data; identify bias examples in AI outputs	Analyze bias, fairness, and design choices; evaluate real-world AI decision systems
Application Identification	Name examples of AI in daily life;	Identify appropriate educational AI uses;	Evaluate AI for professional and

	distinguish helpful from unhelpful uses	compare AI tools across careers	academic contexts using structured rubrics
Data Interpretation and Critical Analysis	Ask 'Is this true?' with teacher guidance; fact-check AI answers together	Cross-reference AI outputs with three or more verified sources; document discrepancies	Systematically test AI consistency, accuracy, and bias across varied prompts
Ethical Evaluation	Discuss fairness and honesty in AI use at age-appropriate level	Analyze who makes final decisions in AI-assisted processes; consider equity impacts	Conduct structured ethical analyses of AI in healthcare, law, or education

VI. Teacher Responsibilities for Classroom Use

- Faculty must explicitly communicate whether AI use is permitted, prohibited, or conditionally allowed for each assignment
- Assignment instructions shall specify required attribution format when AI assistance is permitted
- Faculty shall provide examples of appropriate versus inappropriate AI use within their discipline
- Syllabi must include AI use expectations and academic integrity standards
- All AI tool deployments must align with curriculum goals and learning objectives
- AI use must comply with FERPA, COPPA, and other applicable education privacy laws
- AI tools must support rather than replace critical thinking and original work

Appendix 7: Instructional Protocols and Criteria Template

This template supports district administration and the AI Committee in developing and documenting instructional protocols and criteria consistent with Section V.1 and V.2 of this guide and the H-AI-H model. This is a working template to be completed by each district. Districts are encouraged to adapt this template to fit their unique operational context, classroom environments, and governance structure.
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PART 1: Instructional Protocols Checklist (Section V.1)

The following five protocol elements are required by Section V.1. For each element, document your district's current practice, implementation plan, and responsible party.

Protocol Element	Required Standard	Current District Practice	Implementation Plan	Responsible Party	Review Date
1. Teacher AI Use for Assessment	Identify when and how teachers use AI to assess student work	[To be completed]	[To be completed]	[Name/Title]	[Date]
2. AI Restrictions in Discipline/Placement	Restrict AI use in student disciplinary matters, placement decisions, and behavioral assessments	[To be completed]	[To be completed]	[Name/Title]	[Date]
3. Transparency Requirements	Require transparency when AI use is part of a decision about a student	[To be completed]	[To be completed]	[Name/Title]	[Date]
4. Right to Request Review	Establish the right to request a review of the human decision-making in a consequential AI-influenced decision	[To be completed]	[To be completed]	[Name/Title]	[Date]
5. AI Surveillance Rules	Articulate the district's rules regarding AI-assisted surveillance or behavioral monitoring	[To be completed]	[To be completed]	[Name/Title]	[Date]

	tools				

PART 2: AI in Student-Affecting Decisions Framework (Section V.2)

The following criteria govern all AI use in student-affecting decisions. Administration and the AI Committee should document implementation status for each criterion.

Criterion	Policy Requirement	Implementation Status	Documentation/Evidence
1. Prohibition on Sole/Primary AI Basis	AI tools shall not serve as the sole or primary basis for student disciplinary, placement, or behavioral decisions	[Active/In Development/Not Started]	[Notes]
2. Prior AI Committee Approval	Any AI tool used in these contexts requires explicit prior AI Committee approval with documented rationale	[Active/In Development/Not Started]	[Notes]
3. Parent/Student Notification	When AI contributes to a consequential decision, affected student and parent/guardian must be informed	[Active/In Development/Not Started]	[Notes]
4. Right to Request Review Process	Defined process for submitting review requests; response within 5 business days	[Active/In Development/Not Started]	[Notes]
5. Behavioral Prediction Tools (High-Risk)	Automated behavioral prediction tools require Superintendent approval in addition to AI Committee review	[Active/In Development/Not Started]	[Notes]

PART 3: Annual Review

This template shall be reviewed annually by the AI Committee and administration. Updates should be documented with date and responsible party.

Review Date	Reviewer	Changes Made	Next Review Date
[Date]	[Name/Title]	[Summary of changes]	[Date]

Appendix 8: Equitable Access Planning Framework

This planning framework supports district administration and the AI Committee in systematically planning, implementing, and monitoring equitable AI access consistent with Section IV of this guide. Complete this framework annually and update quarterly as needed. Districts are encouraged to adapt this framework to reflect their unique student population, resource constraints, and community context.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

PART 1: Annual Equity Assessment

Access Area	Current Status	Identified Barriers	Priority Level (High/Med/Low)
1. Device Availability	[Description]	[Barriers]	[Priority]
2. Internet Connectivity	[Description]	[Barriers]	[Priority]
3. Assistive Technology	[Description]	[Barriers]	[Priority]
4. Multilingual Support	[Description]	[Barriers]	[Priority]
5. Students with Disabilities (IEP/504)	[Description]	[Barriers]	[Priority]
6. Socioeconomic Access Barriers	[Description]	[Barriers]	[Priority]

PART 2: Action Planning by Area

Section IV.1 - Resource Provision

Action Item	Responsible Party	Timeline	Status	Notes
Conduct annual review of device availability and internet connectivity	[Name/Title]	[Date]	[Status]	
Identify barriers related to socioeconomic status, disability, language, and geography	[Name/Title]	[Date]	[Status]	
Ensure no AI-enhanced learning requires student purchase of devices or subscriptions	[Name/Title]	[Date]	[Status]	

Section IV.2 - Barrier Reduction

Action Item	Responsible Party	Timeline	Status	Notes
Provide alternative access for students without home internet	[Name/Title]	[Date]	[Status]	
Verify all student-facing AI tools meet WCAG 2.1 Level AA accessibility standards	[Name/Title]	[Date]	[Status]	

Implement multilingual support for tools serving 5%+ language populations	[Name/Title]	[Date]	[Status]	
Implement IEP/504 accommodations for AI tool access	[Name/Title]	[Date]	[Status]	

Section IV.3 - Training and Support

Action Item	Responsible Party	Timeline	Status	Notes
Provide differentiated training based on user experience levels	[Name/Title]	[Date]	[Status]	
Provide additional support for underrepresented groups	[Name/Title]	[Date]	[Status]	
Include digital divide topics in professional development	[Name/Title]	[Date]	[Status]	

Section IV.4 - Community Engagement

Action Item	Responsible Party	Timeline	Status	Notes
Annual feedback from students, families, and community members	[Name/Title]	[Date]	[Status]	
Establish mechanism for ongoing reporting of access concerns	[Name/Title]	[Date]	[Status]	

Section IV.5 - Monitoring

Action Item	Responsible Party	Timeline	Status	Notes
Track usage patterns across demographic groups	[Name/Title]	[Date]	[Status]	
Report equity metrics to Administration and Board annually	[Name/Title]	[Date]	[Status]	
Implement targeted interventions when inequities identified	[Name/Title]	[Date]	[Status]	

PART 3: Progress Tracking

Quarter	Metric	Baseline	Current Status	Goal	Next Steps
Q1	[Metric name]	[Baseline value]	[Current value]	[Target]	[Actions]
Q2	[Metric name]	[Baseline value]	[Current value]	[Target]	[Actions]
Q3	[Metric name]	[Baseline	[Current	[Target]	[Actions]

		value]	value]		
Q4	[Metric name]	[Baseline value]	[Current value]	[Target]	[Actions]

Appendix 9: Master Approved AI Platforms and Technologies List Guide

This appendix provides the framework for developing and maintaining the Master Approved AI Platforms and Technologies List as required by Section VI.5 of these procedures. The Master Approved Technologies List is the AI Committee's primary governance tool for tracking, classifying, and managing all approved AI technologies across the district. It must be maintained by the AI Committee and updated monthly. Districts should adapt this guide to create their own tracking system using Microsoft Excel or Google Sheets.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

Quick Reference Guide

- Risk Tiers: L = Low Risk | M = Medium Risk | H = High Risk
- Tool Types: SF = Student-Facing AI | CF = Confidential AI | OP = Operational AI
- Agentic AI Flag: A = Agentic AI (automatic High-Risk classification; requires AI Committee review and Superintendent approval per Section VI.5.3)
- Status Codes: Active | Pilot | Conditional | Suspended | Archived
- User Groups: Board | Admin | Faculty | Staff | Students (specify grade level)

How to Use This Guide

- This guide provides the framework for tracking all AI platforms and technologies approved by the AI Committee.
- Use the column definitions and conversion instructions to create your tracking spreadsheet in Excel or Google Sheets.
- Update your spreadsheet monthly (first Monday of each month) with new approvals, removals, or changes.
- Student-Facing AI entries should be highlighted in yellow for easy identification.
- Refer to the Maintenance Schedule section for monthly, quarterly, and annual tasks.

Creating Your Tracking Spreadsheet

Option 1: Microsoft Excel

- Open Microsoft Excel and create a new workbook.
- Name the first sheet 'Master AI List' by right clicking the tab.
- In row 1, enter the 15 column headers listed below (one per cell, A1 through O1).
- Format row 1: Select row 1, apply bold font, dark blue fill (#1B4F72), white text.
- Freeze the top row: View tab - Freeze Panes - Freeze Top Row.
- Set column widths: Technology Name (25), Vendor (20), Risk Tier (10), Tool Type (10), Agentic Flag (8), User Groups (20), Grade Levels (12), Parent

Notice (10), Approval Date (12), Review Date (12), Status (12), Data Privacy Agreement (10), Contract Number (15), Access URL (30), Notes (30).

- Enable data validation for Risk Tier column: L, M, H options only.
- Enable data validation for Tool Type column: SF, CF, OP options only.
- Enable data validation for Status column: Active, Pilot, Conditional, Suspended, Archived.
- Save as 'Master_AI_Approved_List_[SchoolYear].xlsx'.

Option 2: Google Sheets

- Go to sheets.google.com and create a new blank spreadsheet.
- Rename the sheet to 'Master AI List' by double-clicking the tab.
- In row 1, enter the 15 column headers (A1 through O1).
- Format row 1: Bold, dark blue background, white text.
- Freeze row 1: View - Freeze - 1 row.
- Adjust column widths to accommodate content.
- Add data validation for Risk Tier, Tool Type, and Status columns using Data - Data Validation.
- Share with AI Committee members with Editor access; share with Administration as Viewer.
- Name the file 'Master_AI_Approved_List_[SchoolYear]'.

Required Columns for Your Spreadsheet (15 Columns)

Your tracking spreadsheet must include these 15 columns in this order:

Column #	Column Name	Data Type	Description
1	Technology Name	Text	Full name of AI platform or tool
2	Vendor/Provider	Text	Company or individual providing the tool
3	Risk Tier (L/M/H)	Drop-down	Low, Medium, or High risk classification
4	Tool Type (SF/CF/OP)	Drop-down	Student-Facing, Confidential, or Operational
5	Agentic AI Flag (A)	Text or checkbox	Mark 'A' if tool is agentic AI - automatic High-Risk
6	User Groups	Text	Board, Admin, Faculty, Staff, Students - list all that apply
7	Grade Levels (if student-facing)	Text	K-5, 6-8, 9-12, or specific grades
8	Parent Notice Required (Y/N)	Drop-down	Yes, if Student-Facing tool requires parent notification
9	Approval Date	Date	Date AI Committee approved tool
10	Review Date	Date	Next scheduled review date
11	Status	Drop-down	Active, Pilot, Conditional, Suspended, or Archived
12	Data Privacy Agreement (Y/N)	Drop-down	Yes, if vendor DPA is on file
13	Contract/License #	Text	District contract or license reference number
14	Access URL	Text/URL	Link to tool login or information page
15	Notes/Conditions	Text	Any restrictions, conditions, or special notes

Spreadsheet Management Tips

- Color-code by risk tier: Low (green), Medium (yellow), High (red) for quick visual scanning.
- Highlight all Student-Facing (SF) rows in yellow regardless of risk tier.
- Use conditional formatting to flag tools with review dates in the past (overdue reviews).
- Create a separate tab for 'Archived Tools' to maintain history without cluttering the active list.
- Add a 'Change Log' tab to record all additions, removals, and status changes with dates.
- Print a summary report for AI Committee meetings using filtered views.

Sample Entry Examples

Technology Name	Vendor	Risk	Type	Agentic	Users	Grades	Parent Notice	Status
Grammarly EDU	Grammarly	M	SF/OP		Faculty, Staff, Students	9-12	Y	Active
PowerSchool SIS	PowerSchool	H	CF		Admin, Faculty, Staff	K-12	N	Active
ChatGPT Team	OpenAI	M	OP		Faculty, Staff		N	Active

Maintenance Schedule

Use the schedule below to ensure the Master Approved Technologies List remains current and accurate.

Frequency	Task
Monthly (First Monday)	Review and process any pending AI tool approval requests
Monthly (First Monday)	Update Status column for any tools with changes
Monthly (First Monday)	Add newly approved tools; archive removed tools
Monthly (First Monday)	Verify review dates and flag upcoming reviews
Quarterly	Review all tools with upcoming review dates
Quarterly	Complete equity metrics review per Section IV.5
Quarterly	Review vendor compliance with data protection agreements
Quarterly	Update any tools with changed terms of service or new features
Annual	Full review of all Active and Pilot tools
Annual	Present Master List summary to AI Committee and Administration
Annual	Archive all tools not renewed; create new-year spreadsheet
Annual	Review and update all Data Privacy Agreements
Annual	Incorporate any new requirements from updated procedures

Appendix 10: AI Technologies Vendor Procurement and Licensing Process

This appendix establishes the complete process for evaluating, procuring, and managing AI technology vendors, consistent with Section X of these procedures. All procurement must follow the H-AI-H Decision-Making Approach: humans define the need, the process supports informed evaluation, and humans make the final decision. Legal counsel must review ALL contracts before execution.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

I. Purpose and Scope

This process governs all procurement of AI platforms, tools, and services for district use. It applies to new tool requests, renewals, and expansions of existing tools.

II. Five-Phase Procurement Process

Phase 1: Needs Assessment

- Identify educational or operational need the AI tool will address
- Confirm no existing approved tool meets the need
- Define required capabilities, user groups, and grade levels
- Estimate data types of the tool will access (determines risk tier)

Phase 2: Initial Screening

- Requestor completes AI Tool Request Form and submits to AI Coordinator
- AI Coordinator assigns preliminary risk tier and tool type classification
- AI Coordinator confirms vendor is willing to provide required disclosures
- AI Committee is notified of pending request at next meeting

Phase 3: Vendor Evaluation

- Vendor completes Vendor Disclosure Package (see Section IV)
- IT Services completes technical security review
- Legal Counsel reviews data privacy and contract terms
- AI Coordinator scores vendor using Evaluation Criteria (see Section III)
- Equity review: confirm accessibility standards and multilingual support

Phase 4: Testing Protocol

- Low-Risk tools: 30-day pilot with defined user group
- Medium-Risk tools: 60-day pilot with monitoring and documented outcomes
- High-Risk tools: 90-day pilot with weekly monitoring, parent notification if student-facing, Superintendent notification
- Testing must include functional testing, security testing, accessibility testing, bias testing (for student-facing tools)
- Post-pilot report to AI Committee required before approval

Phase 5: Final Approval and Onboarding

- AI Committee votes on approval (simple majority of quorum)
- Superintendent approval required for High-Risk and all Agentic AI tools
- Legal Counsel executes contract with mandatory provisions (see Section VI)
- Tool added to Master Approved Technologies List (see Appendix 9)
- Staff training conducted before deployment
- Parent notification sent for Student-Facing tools before first use

III. Vendor Evaluation Criteria

Vendors are scored on a 0-100 scale across five categories. Minimum thresholds apply:

Category	Weight	Minimum Score Required	Key Evaluation Points
Data Protection and Privacy	25%	85 minimum (disqualifying if below)	FERPA/COPPA compliance, data residency, no student data for training, breach notification
Liability and Risk Transfer	20%	85 minimum (disqualifying if below)	Vendor bears primary liability, insurance minimums met, indemnification provisions
Technical Security	20%	75 minimum	Encryption, access controls, penetration testing, security audit history
Accessibility and Equity	15%	70 minimum	WCAG 2.1 Level AA, multilingual support, assistive technology compatibility
Educational Value and Bias	20%	70 minimum	Learning outcomes evidence, bias auditing methodology, K-12 client references

Overall minimum: 80 points. Vendors scoring below 80 overall OR below 85 in Data Protection or Liability categories are DISQUALIFIED regardless of other scores.

IV. Required Vendor Disclosures

A. Data Handling Disclosure

- All data types collected, processed, and stored by the tool
- Data residency: where data is stored geographically
- Data retention period and deletion procedures
- Explicit statement that student data will not be used for AI model training in any form

B. Security Disclosure

- Most recent third-party security audit (within 24 months)
- Encryption standards for data in transit and at rest
- Breach response procedures and notification timelines
- Subprocessor list and their data access

C. AI Model Transparency Disclosure

- Description of AI model(s) powering the tool
- Training data sources and bias testing methodology

- Known limitations and error rates
- How the tool's AI outputs are generated and validated

D. Accessibility Disclosure

- VPAT (Voluntary Product Accessibility Template) or equivalent documentation
- WCAG 2.1 conformance level and known gaps
- Languages supported
- Compatibility with common assistive technologies

E. Financial and Business Stability Disclosure

- Proof of required insurance coverage (minimum: $5M general liability, $10M cyber liability)
- Three K-12 client references
- Disclosure of pending litigation involving data privacy or security
- Plan for data migration if vendor is acquired or discontinues service

F. Contract Terms Disclosure

- Full terms of service and privacy policy
- Proposed Data Privacy Agreement (DPA)
- Intellectual property provisions for district-created content
- Notification procedures for material changes to terms

V. Testing Protocols

A. Low-Risk Testing (30 Days)

- Functional testing with 5-10 users
- Confirm data handling matches disclosure
- Collect user feedback on usability
- Document any issues encountered

B. Medium-Risk Testing (60 Days)

- Functional testing with defined pilot group
- Security review by IT Services
- Weekly check-ins with pilot users
- Mid-pilot report to AI Coordinator
- Collect quantitative usage data and qualitative feedback

C. High-Risk Testing (90 Days)

- Full security assessment by IT Services
- Weekly monitoring reports to AI Coordinator
- Parent notification if student-facing (before pilot begins)
- Superintendent notification before pilot begins
- Bias testing for any student-facing AI outputs
- Legal Counsel review of contract before pilot ends

D. Testing Components (All Risk Levels)

- Functional testing: does the tool do what it claims?
- Security testing: are data handling practices consistent with disclosure?
- Accessibility testing: does the tool meet WCAG 2.1 requirements?
- User experience testing: can intended users operate the tool effectively?

E. Documentation Requirements

- Testing plan approved by AI Coordinator before pilot begins
- Weekly log of issues, user feedback, and observations
- Post-pilot report: summary of testing results, recommendation, and rationale
- Post-pilot report submitted to AI Committee at least 5 business days before approval vote

VI. Mandatory Contract Provisions

Legal Counsel must review ALL contracts before execution. The following provisions are required in every AI vendor contract:

A. Data Ownership and Use

- District retains ownership of all data and AI-generated outputs
- Vendor may not use student data for AI model training, fine-tuning, or improvement in any form
- Vendor may not sell, share, or monetize district data in any form
- Specific contract language: 'Vendor agrees that it shall not use any Student Data or Confidential Data to train, develop, improve, or enhance any artificial intelligence model, algorithm, or system, whether in identifiable, de-identified, anonymized, or aggregated form.'

B. Data Security and Breach Response

- Vendor provides written certification of security standards compliance
- Vendor notifies district within 72 hours of confirmed or suspected breach
- Vendor bears primary responsibility for breach remediation costs
- Specific contract language: 'Vendor shall indemnify and hold harmless the district from and against any claims, damages, costs, and expenses arising from Vendor's breach of its data security obligations under this Agreement.'

C. Termination and Data Return

- Vendor provides complete data export within 30 days of contract termination
- Vendor certifies complete data deletion within 30 days of export
- Vendor provides migration assistance for 90 days after termination
- Data export must be in standard, portable format

D. Business Continuity

- Vendor notifies district 90 days before any material change to terms of service
- Vendor notifies district immediately upon acquisition by another entity

- Upon acquisition, new owner must agree to all existing contractual obligations or district may terminate without penalty
- Vendor notifies district 180 days before service discontinuation

VII. Ongoing Vendor Management

A. Monthly Monitoring

- Confirm tool remains on Active status in Master Approved Technologies List
- Review any vendor communications for material changes
- Address any user-reported issues

B. Annual Review

- Full review of tool performance and continued alignment with district needs
- Review of any changes to vendor terms, privacy policy, or AI model
- Updated security assessment if High-Risk tool
- Renewal decision documented with AI Committee vote

C. Trigger-Based Review

- Vendor acquisition or merger
- Material change to terms of service or privacy policy
- Security incident or breach involving district data
- Three or more user-reported issues in a single month

VIII. Special Considerations

A. Agentic AI Tools

All agentic AI tools require: AI Committee review, Superintendent approval, defined human checkpoints during task execution, suspension protocol, and monthly monitoring. No agentic AI tool may access confidential data or student PII without explicit documented authorization.

B. Student-Facing Tools

All student-facing tools require parent notification before deployment. Parent notification must include tool name and vendor, educational purpose, data collected, student protections, and opt-out procedures where educationally appropriate.

C. Free and Consumer Tools

Free or consumer-tier AI tools require the same procurement review as paid tools. 'Free' does not exempt a tool from privacy, security, or approval requirements. Consumer AI tools without an official district agreement are presumed to make data publicly available.

D. Employee-Developed AI Applications

AI applications developed by district employees using approved platforms are subject to the same procurement review process for student-facing deployment. See Section VIII.4 for employee-developed application requirements.

E. Embedded AI Features

Educational technology vendors must identify all embedded AI components. Existing contracts with newly added AI features require a supplemental review within 30 days of the feature's release.

F. Open-Source AI Tools

Open-source AI tools require the same procurement review. IT Services must assess self-hosting security requirements. Data handling must still comply with all applicable privacy laws even when tools are self-hosted.

G. Emergency Procurement

In cases of documented urgent need, the AI Coordinator may grant provisional 30-day use of a Low-Risk tool pending full review. Provisional use does not apply to High-Risk tools or student-facing tools at any risk level.

IX. Documentation Requirements

The AI Coordinator shall maintain records of all vendor procurement activities. Retention schedule:

- Active vendors: current documentation maintained in active file
- Terminated contracts: 7-year retention
- Security incidents: permanent retention
- Denied applications: 3-year retention with rationale

X. Vendor Approval Checklist

All items below must be verified before a vendor contract is executed. Use this table to track completion.

#	Checklist Item	Verified
PHASE 1: NEEDS ASSESSMENT AND INITIAL SCREENING		
1	Needs Assessment completed and documented	[ ]
2	AI Tool Request Form submitted to AI Coordinator	[ ]
3	Preliminary risk tier and tool type classification assigned	[ ]
4	Vendor willing to provide all required disclosures	[ ]
5	AI Committee notified of pending request	[ ]
PHASE 2: VENDOR EVALUATION		
6	Vendor Disclosure Package received and reviewed	[ ]
7	IT Services technical security review completed	[ ]
8	Legal Counsel data privacy review completed	[ ]
9	Vendor scored - 80+ overall verified	[ ]
10	Data Protection score 85+ verified (or vendor disqualified)	[ ]
11	Liability/Risk Transfer score 85+ verified (or vendor disqualified)	[ ]
PHASE 3: TESTING		
12	Testing plan approved by AI Coordinator	[ ]
13	Appropriate testing period completed (30/60/90 days per risk tier)	[ ]
14	Post-pilot report submitted to AI Committee	[ ]
15	Bias testing completed if student-facing tool	[ ]
16	Accessibility testing completed (WCAG 2.1 Level AA verified)	[ ]
PHASE 4: PRE-APPROVAL NOTIFICATIONS		

17	Parent notification sent if student-facing (before pilot begins)	[ ]
18	Superintendent notified if High-Risk tool	[ ]
PHASE 5: APPROVAL		
19	AI Committee approval vote completed (simple majority of quorum)	[ ]
20	Superintendent approval obtained if High-Risk or Agentic AI	[ ]
CONTRACT REQUIREMENTS		
21	Contract includes data ownership and no-training provision	[ ]
22	Contract includes 72-hour breach notification requirement	[ ]
23	Contract includes data deletion within 30 days of termination	[ ]
24	Contract includes data portability and migration assistance	[ ]
25	Contract includes vendor acquisition notification provision	[ ]
26	Contract includes 180-day service discontinuation notice	[ ]
27	Insurance verification: $5M general liability, $10M cyber liability	[ ]
28	Data Privacy Agreement (DPA) executed and on file	[ ]
29	Legal Counsel has reviewed and approved final contract	[ ]
DEPLOYMENT		
30	Tool added to Master Approved Technologies List (see Appendix 9)	[ ]
31	Staff training completed before deployment	[ ]
32	Parent notification sent for Student-Facing tools before first use	[ ]

XI. Documentation Requirements

The AI Coordinator shall maintain records of all vendor procurement activities per the retention schedule noted above.

Appendix 11: Employee or Student Seeking Approval of New AI Technology or Creating an AI Application Guidelines

This appendix establishes the process for employees and students to seek approval for AI technologies not currently on the district's Master Approved AI Platforms and Technologies List, or to seek approval to create an AI application for district use. This process is aligned with Sections VI.5, VI.5.4, and VIII.4 of these procedures and the district's vendor procurement and intellectual property requirements (see Appendix 10 and Section X.4). The AI Committee administers this process consistent with the H-AI-H Decision-Making Approach: humans define the need, the process supports informed evaluation, and humans make the final decision.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

I. Purpose

The purpose of this appendix is to provide a clear, accessible, and equitable process for employees and students who wish to propose a new AI technology for district use or to develop an AI application to support district educational or operational goals. The process ensures that all AI tools and applications introduced to the district meet the same safety, privacy, and educational standards required for all approved technologies.

II. Who May Submit a Request

Any of the following individuals may submit a request under this process:

- Any district employee (faculty, staff, or administration) who identifies an AI technology that could benefit district educational or operational goals
- Any district employee who wishes to create and implement an AI application for district use (see Section VIII.4)
- Any student (Grades 9-12) who wishes to propose an AI tool for educational use, with a required faculty sponsor
- Any student who wishes to develop an AI application for district use, with a required faculty sponsor and AI Committee co-sponsor

III. Types of Requests

This process covers two categories of requests:

- New AI Tool Approval: An employee or student (with faculty sponsor) proposes approval of an AI tool or platform not currently on the Master Approved AI Platforms and Technologies List
- Employee or Student-Created AI Application: An employee or student (with faculty sponsor) proposes to create, develop, and implement a new AI application using approved platforms or tools for district use

IV. Submission Process

All requests are submitted through the following steps:

- Complete the Application for Approval of New AI Technology or AI Application (available from the AI Coordinator)
- Submit the completed application to the AI Coordinator via the district's designated submission method
- The AI Coordinator will acknowledge receipt within 3 business days and assign the request to the AI Committee's review queue
- The requestor will be notified of the scheduled review date at the next available AI Committee meeting

V. Required Application Information

The application must include the following information. Incomplete applications will be returned for completion before entering the review queue:

A. Requestor Information

- Full name, role or grade level, and contact information
- Faculty sponsor name and contact (required for student submissions)
- Supervisor or administrator name (required for employee submissions)

B. Tool or Application Description

- Name of the AI tool or application being proposed
- Vendor or developer name (if applicable)
- Brief description of the tool's or application's capabilities and intended use
- URL or access method (if applicable)

C. Educational or Operational Purpose

- Specific educational or operational problem this tool or application addresses
- Alignment with district strategic goals and AI Use Plan (see Appendix 13)
- Intended user groups and grade levels
- Estimated number of users

D. Data and Privacy Information

- Types of data the tool or application will collect, process, or store
- Whether student personally identifiable information (PII) will be involved
- Vendor's privacy policy URL or data handling documentation (for new tools)
- Data Privacy Agreement status (for new tools)

E. Risk Assessment

- Requestor's preliminary risk tier assessment (Low, Medium, or High) with rationale
- Whether the tool or application is student-facing
- Whether the tool or application uses agentic AI capabilities

F. Resources and Cost

- Cost or licensing information (if applicable)

- Technical requirements or IT support needs
- Training requirements for users

VI. Review Process

The AI Coordinator conducts an initial completeness review within 5 business days of receipt. Complete applications are placed on the next AI Committee meeting agenda. The AI Committee reviews all requests following the decision-making process outlined in Section VI.5 of these procedures. For new AI tools, the full vendor procurement process outlined in Appendix 10 applies. For employee or student-created AI applications, the review process includes:

- Supervisor Consultation: The employee or student must document consultation with their direct supervisor or faculty sponsor prior to submission
- Technical Review: IT Services reviews the technical requirements and security implications
- Privacy Review: The AI Coordinator or Legal Counsel reviews data handling and privacy compliance
- Educational Review: The AI Committee evaluates alignment with curriculum goals and the H-AI-H framework
- Risk Classification: The AI Committee assigns the final risk tier and tool type classification
- Pilot Requirement: Approved applications enter a supervised pilot period consistent with Appendix 10, Section V (30, 60, or 90 days based on risk tier)

VII. Timeline

Stage	Timeframe	Responsible Party
Initial Completeness Review	Within 5 business days of receipt	AI Coordinator
AI Committee Review	At next scheduled meeting (within 30 days)	AI Committee
Decision Notification	Within 5 business days of Committee decision	AI Coordinator
Pilot Period (if approved)	30, 60, or 90 days based on risk tier	AI Coordinator and Requestor
Final Approval Decision	Within 5 business days of pilot completion	AI Committee

VIII. Decision Criteria

The AI Committee will evaluate each request using the following criteria:

- Educational Value: Does the tool or application support student learning or district operational goals in a meaningful way?
- Data Privacy and Security: Does the tool meet district privacy standards and applicable law (FERPA, COPPA, Minn. Stat. 13.32)?
- Risk Level: Is the risk tier appropriate and manageable with available district resources?

- Equity and Accessibility: Is the tool accessible to all intended users, including students with disabilities and multilingual learners?
- Alignment with H-AI-H Framework: Does the tool support, rather than replace, human judgment and accountability?
- Cost and Sustainability: Is the cost justified by the educational or operational benefit?
- Intellectual Property: Are district intellectual property rights protected consistent with Section X.4?

IX. Decision Notification

The AI Coordinator will notify the requestor in writing within 5 business days of the AI Committee's decision. Notifications will include:

- Approved: Written approval with any conditions, implementation requirements, pilot timeline, and training requirements. The tool or application will be added to the Master Approved Technologies List upon completion of the pilot period.
- Denied: Written explanation of the reasons for denial, including which decision criteria were not met.
- Deferred: Written explanation of information needed before the Committee can make a decision, with a timeline for resubmission.

X. Intellectual Property

All AI applications created by employees or students using district resources, district time, or district-approved AI tools are subject to the district's intellectual property policy consistent with Section X.4 of these procedures. The district retains all rights to content and applications created by staff and students using district-approved AI tools. Requestors should consult with their supervisor or the AI Coordinator regarding intellectual property questions before beginning development.

XI. Appeals Process

An applicant whose request is denied may appeal the decision using the following process:

- If a request is denied, the applicant receives a written explanation within 3 business days of the Committee's decision
- The applicant may request reconsideration by submitting additional information or documentation within 10 business days of receiving the denial
- The AI Committee will reconsider the request at its next scheduled meeting
- If the request is denied again after reconsideration, the applicant may appeal to the Superintendent
- The Superintendent's decision is final unless a board policy is at issue

Appendix 12: AI Innovation Program Opportunities

This appendix describes AI Innovation Program models available to the district, consistent with Section VI of these procedures. The district supports responsible AI innovation by developing distributed expertise, user enthusiasm, and controlled experimentation. The program is approved by the Board and includes innovation opportunities available to all user groups. Districts are encouraged to select and adapt the models that best fit their capacity, strategic goals, and community needs.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

I. Purpose and Strategic Value

The AI Innovation Program serves multiple strategic goals:

- Build AI expertise across the district through hands-on experience
- Test emerging AI tools in controlled settings before district-wide deployment
- Foster a culture of innovation and position the district as a technology leader
- Develop teacher champions who support peer learning and adoption
- Engage students as AI innovators and future workforce participants
- Generate data-driven insights before scaling investments

II. Innovation Program Models

Model A: AI Pilot Classroom Program

Description: Select 3-5 classrooms per building to pilot new AI tools with structured evaluation protocols before district-wide deployment.

Key Elements:

- Volunteer teacher participants selected through an application process
- 60–90-day pilot period with weekly reflection logs
- Student and parent consent obtained before use
- AI Coordinator provides weekly check-in and support
- Post-pilot evaluation report submitted to AI Committee
- Successful pilots fast-tracked for district-wide approval

Strategic Value: Creates structured pathway for new tool evaluation; reduces risk of district-wide problems; builds teacher champions.

Model B: Student AI Innovation Team

Description: Establish a student team that researches, tests, and presents AI tool recommendations to the AI Committee.

Key Elements:

- 5-10 high school students selected annually through application
- Faculty advisor required; AI Coordinator provides guidance
- Students research specific AI tools or use cases assigned by AI Committee
- Formal presentation to AI Committee each semester

- Students participate in AI literacy curriculum development as advisors
- Participation recognized in academic portfolio and leadership credentials

Strategic Value: Develops student AI leadership; provides AI Committee with student perspective on tools; engages students as stakeholders in AI governance.

Model C: AI Professional Learning Community (PLC)

Description: Establish a cross-building professional learning community for staff who are early AI adopters and want to share practices.

Key Elements:

- Voluntary participation; open to all certified and classified staff
- Monthly meetings (in-person or virtual) facilitated by AI Coordinator
- Structured sharing of AI use cases, lessons learned, and best practices
- PLC members serve as building-level AI resource persons
- Annual PLC showcase event to share innovations with all staff
- PLC recommendations formally submitted to AI Committee quarterly

Strategic Value: Spreads AI knowledge across the district; reduces AI Coordinator workload; creates peer support network for responsible AI adoption.

Model D: AI Innovation Grant Program

Description: Small grants ($500-$2,000) available to staff who propose innovative AI projects aligned with district strategic goals.

Key Elements:

- Annual application cycle; AI Committee reviews proposals
- Proposals must demonstrate alignment with district AI Use Plan and strategic goals
- Proposals must include learning objective, AI tool to be used, evaluation plan, equity considerations
- Approved proposals implemented within the school year with mid-year and end-of-year reports
- Successful projects compiled in annual innovation report to Board
- Outstanding projects recognized at Board meeting

Strategic Value: Incentivizes innovation; generates diverse AI use cases; connects AI investment to student outcomes and strategic goals.

III. Innovation Program Elements

- All Innovation Program participants receive enhanced AI training before beginning
- Innovation Program activities are subject to the same procurement and approval requirements as any AI tool use
- Parent notification is required for any student-facing innovation activity
- The AI Coordinator maintains records of all Innovation Program activities
- The Superintendent provides annual Innovation Program report to the Board

- Innovation Program budget is included in the district's annual AI Use Plan (see Appendix 13)

IV. Implementation Roadmap

Phase 1 - Foundation (Months 1-3):

- AI Committee establishes Innovation Program structure and selects applicable models
- AI Coordinator designs application processes and evaluation rubrics
- Board approves Innovation Program as part of AI Use Plan
- Communication plan developed for staff and community

Phase 2 - Launch (Months 4-6):

- Applications open for first cohort of participants
- AI Coordinator provides orientation training for selected participants
- First pilot activities begin with monitoring protocols in place
- AI PLC holds first meeting

Phase 3 - Operations (Months 7-9):

- Mid-year check-ins and adjustments
- PLC holds second meeting; shares emerging practices
- Innovation grants mid-year reports due
- AI Committee reviews Innovation Program metrics

Phase 4 - Evaluation and Scaling (Months 10-12):

- All cohort evaluations completed and submitted
- AI Committee reviews outcomes and scales successful innovations
- Annual Innovation Showcase planned
- Next year's program refined based on lessons learned
- Board receives annual Innovation Program report

V. Success Metrics and Evaluation

- Number of AI tools successfully piloted and approved for district-wide use
- Number of staff participating in Innovation Program activities
- Student engagement and learning outcomes in pilot classrooms (compared to baseline)
- Number of equity barriers identified and addressed through innovation work
- Staff satisfaction with AI support and professional development resources
- Cost savings or efficiency gains from AI tools scaled from Innovation Program

VI. Additional Resources

The following organizations and resources support AI innovation planning in K-12 districts:

- ISTE+ASCD - Artificial Intelligence in Education: iste-ascd.org/ai

- CoSN (Consortium for School Networking) - AI Resources: cosn.org/ai
- AI for Education - Free Professional Development and Resources: aiforeducation.io
- Common Sense Media AI Resources: commonsense.org/education/ai
- Minnesota Department of Education Technology Resources: education.mn.gov

Appendix 13: AI Use Plan Template

This template provides a framework for developing a school district AI Use Plan as required by the AI Use Policy, Article VI.C. The AI Use Plan must be developed by the AI Committee and presented to the school board for approval. The AI Use Plan is not a standalone compliance document - it is an extension of your district's strategic work, aligned to student achievement priorities and equity commitments.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

Strategic Planning Integration Note: Present the AI Use Plan to the board as a strategic planning deliverable, reviewed annually alongside other goal-setting documents.

PART I - DISTRICT AI VISION AND PURPOSE

District AI Vision Statement

In one to two sentences, describe how AI will support the district's educational mission.
[Insert district AI vision statement here]

Purpose of This AI Use Plan

This AI Use Plan establishes district-wide direction and a roadmap for AI use that aligns with [District Name]'s mission, supports the district's strategic plan, protects the safety and security of students and employees, and prioritizes the security of student and district data.

Board Adoption

Date of initial board approval: _____
Next annual review date: _____
Responsible party: AI Committee and Superintendent

PART II - GOVERNANCE STRUCTURE

AI Committee

AI Committee Chair/AI Coordinator: [Name and title]
Committee membership: [List per Appendix 1]
Meeting schedule: [Monthly during school year]

Reporting Structure

The AI Committee reports to: [Superintendent or designee]
Board receives AI Use Plan updates: [Annually at _____ meeting]
Community stakeholder input: [Describe process]

PART III - STRATEGIC GOALS AND AI ALIGNMENT

Instructions

For each district strategic goal, identify how AI supports or enables progress toward that goal.

Strategic Goal 1

[Insert district strategic goal]
How AI supports this goal: [Describe]
Approved AI tools aligned to this goal: [List]
Success metrics: [Measurable outcomes]
Equity considerations: [How will AI support equitable outcomes?]

Strategic Goal 2

[Insert district strategic goal]
How AI supports this goal:
Approved AI tools:
Success metrics:
Equity considerations:

PART IV - AI LITERACY GOALS

Grade-Level and Staff Literacy Goals

Grades K-5: [e.g., All students understand AI as a tool that requires human direction]
Grades 6-8: [e.g., Students can identify AI tools, evaluate outputs critically, and apply ethical reasoning]
Grades 9-12: [e.g., Students demonstrate independent H-AI-H execution and understand AI bias]
Staff: [e.g., All staff complete mandatory AI literacy training by (date)]
AI literacy curriculum integration timeline: [List key milestones]

PART V - EQUITY AND ACCESS COMMITMENTS

Equity Plan

Current status of device access and connectivity: [Describe]
Identified barriers to equitable access: [List]
Strategies to address barriers: [Describe]
Tools approved for multilingual learners: [List]
Tools approved or adapted for students with disabilities: [List]
Annual equity audit process: [Describe]
Equity targets for this plan year: [Measurable goals]

PART VI - APPROVED AI TOOLS SUMMARY

Current Approved Tools

The district's Master Approved AI Platforms and Technologies List is maintained by the AI Committee (see Appendix 9).

Student-Facing Tools: [Tool name | Grade levels | Purpose | Risk tier | Last reviewed]
Staff/Faculty Tools: [Tool name | User group | Purpose | Risk tier | Last reviewed]
Administrative/Operational Tools: [Tool name | User group | Purpose | Risk tier | Last reviewed]

PART VII - PROFESSIONAL DEVELOPMENT PLAN

PD Commitments

Mandatory training for all staff: [Description, timeline, delivery method]
Specialized training for AI Coordinator and AI Committee: [Description]
Training for high-risk AI applications: [Description]
Student AI literacy professional development for teachers: [Description]
AI-related student wellbeing training for counselors: [Description - per Section XIII.4]
Annual training review and update process: [Description]
Professional development budget allocation: $[Amount] for [school year]

PART VIII - DATA PRIVACY AND SECURITY COMMITMENTS

Data Privacy Plan

Key data privacy policies in effect: [List]
Data Privacy Officer or responsible administrator: [Name/title]
Annual data privacy review process: [Description]
Student data protections specific to AI tools: [Describe district-specific measures]
Vendor Data Privacy Agreement (DPA) management: [Describe process]
Known data privacy risks and mitigation strategies: [Describe]

PART IX - BUDGET AND RESOURCE COMMITMENTS

Budget

AI-related technology budget: $[Amount] for [school year]
Professional development budget: $[Amount]
AI Coordinator time allocation: [FTE or percentage]
AI Committee operational budget: $[Amount]
Planned AI investments for next 1-3 years: [Describe]
Funding sources: [District general fund, grants, etc.]

PART X - ANNUAL REVIEW SCHEDULE

Review Process

Annual board review date: [Month/meeting]
Annual AI Committee review cycle: [Describe]
Stakeholder feedback collection: [Describe process and timeline]
Strategic plan alignment check: [Describe how AI Use Plan connects to annual strategic planning cycle]
Version history: [Record all versions and approval dates]

PART XI - ADDITIONAL RESOURCES FOR AI USE PLAN DEVELOPMENT

The following resources support districts in developing comprehensive AI Use Plans:

- ISTE+ASCD - AI in Education Resources and Planning Guides: iste-ascd.org/ai

- CoSN AI Advisor Tool - Guides leadership teams through AI planning and decision-making: cosn.org/ai
- AI for Education - State AI Guidance and Policy Templates: aiforeducation.io/ai-resources/state-ai-guidance
- AASA (The School Superintendents Association) - AI Capacity Building Resources: aasa.org

PART XII - SAMPLE AI USE PLANS FROM SCHOOL DISTRICTS

The following districts have developed and published AI use strategies and frameworks that may serve as models for developing your district's AI Use Plan. These represent a range of district sizes and implementation approaches.

Note: District enrollment figures and frameworks are current as of March 2026. Visit each district's website for the most current version of their AI strategy.

20,000+ Students - Hurst-Euless-Bedford Independent School District (HEB ISD), Texas

Approximately 23,000 students across 29 schools. HEB ISD began AI rollout in July 2024 using ChatGPT for Education, emphasizing alignment with the district's strategic plan and ensuring teacher-created content remains central to instruction. The district focused on staff training, clear use boundaries, and integrating AI as a productivity tool rather than a replacement for educator expertise. Website: hebisd.edu

Approximately 10,000 Students - Agua Fria Union High School District, Arizona

Approximately 10,000 students. Agua Fria framed its AI strategy around three pillars: security, human-centered use, and districtwide innovation. The district piloted ChatGPT and later formalized the partnership with structured guidelines, staff professional development, and a focus on responsible use. Website: aguafria.org

Approximately 5,000 Students - Peninsula School District, Washington

Approximately 4,000-5,000 students. Peninsula School District has published a comprehensive AI resources page at psd401.net/ai, providing staff and community guidance on responsible AI use, approved tools, and instructional integration frameworks. The district's approach emphasizes transparency and ongoing community communication.

Approximately 1,000 Students - State Model Policy Guidance for Smaller Districts

For smaller districts (under 2,000 students), the Ohio Department of Education and Workforce has published a Model AI Policy available at education.ohio.gov/Topics/AI-in-Ohio-s-Education/Model-Policy that is specifically designed to be scalable for districts with limited staff and resources. Additionally, many state education agencies and regional service cooperatives offer AI planning templates tailored to smaller districts. Minnesota districts are encouraged to consult with regional education cooperatives for scaled implementation support.

This AI Use Plan was approved by the [District Name] School Board on: _____ Next scheduled review: _____ AI Use Plan version: _____

Appendix 14: District Implementation Tiers Guide

This guide helps districts understand how to scale implementation of these procedures based on their context, capacity, and current stage of AI adoption. The three tiers are not rankings - they reflect realistic starting points for districts of different sizes and resource levels. Every district implementing responsible AI governance at any tier is demonstrating leadership.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

Understanding the Three Tiers

The three tiers are intended to provide general guidance for school districts. School districts will likely be engaged in different tier's actions depending on the specific AI use sections and the desires of a school district.

Tier 1 - Building Foundation

Smaller districts, limited technology staff, early stage of AI adoption, limited resources. May not yet have a dedicated AI Coordinator. May be working with a regional service cooperative.

- AI Committee may be small (5-7 members) or shared with a district standing committee or technology committee
- Limited or no dedicated AI Coordinator
- Beginning to build staff AI literacy
- May have informal AI use practices to formalize as guidelines
- Working within tight budget constraints
- District Strategic Plan in place

Tier 2 - Building Operational Capacity

Mid-size districts, moderate technology capacity, active AI use, AI Committee forming or fully active, AI Coordinator's responsibilities in place.

- AI Committee is active with 7-10 members
- Dedicated AI Coordinator (full or partial role)
- May have AI use guidelines to formalize to procedures
- Staff AI literacy training underway and begin student AI literacy programs
- Approved AI tools list established and maintained
- Vendor procurement process in place
- Introduce Innovation Program (see Appendix 12)
- Working within budget constraints
- District Strategic Plan in place

Tier 3 - Advancing and Innovating

Larger districts, dedicated AI Coordinator, robust AI program, innovation focus, substantial resources.

- Full AI Committee structure (9-13 members) with all recommended responsibilities
- Dedicated AI Coordinator (full-time or partial role)
- May have AI use guidelines to formalize to procedures
- Comprehensive staff and student AI literacy programs
- Advanced vendor management and procurement
- Active Innovation Program (see Appendix 12)
- Working within budget constraints with possible alternative funding sources
- District Strategic Plan in place
- Research partnerships and community engagement programs

Tier Guidance by Section

Section 0 - Procedure Framework

- Tier 1: Provide H-AI-H overview at staff orientation; post H-AI-H Quick Reference in classrooms
- Tier 2: Integrate H-AI-H into professional development; document H-AI-H in lesson plan templates
- Tier 3: Embed H-AI-H in all curriculum design; develop discipline-specific H-AI-H guidance

Section I - Transition Protocol

- Tier 1: 60-day transition window is essential; use informal supervisor disclosure process
- Tier 2: Coordinate structured inventory with AI Committee review
- Tier 3: Formal inventory with IT Services, documented review timeline, compliance tracking

Section VI - AI Committee

- Tier 1: Minimum 5-member committee; consult regional service cooperative for support
- Tier 2: Full 7-10 member committee; monthly meetings; active vendor management
- Tier 3: Full 9-13 member committee; comprehensive governance; active vendor management, Innovation Program active

Sections VII and VIII - Student and Staff Guidelines

- Tier 1: Focus on core prohibitions and basic approved tool list; implementation of all guidelines with modifications; safeguards in place; detection tool safeguards in place through regional services; training supported through regional services
- Tier 2: Full implementation of all guidelines leading to procedures; detection tool safeguards in place; training coordinated by the district with possible partnerships
- Tier 3: Comprehensive implementation of all guidelines leading to procedures; detection tool safeguards in place; training coordinated by the district

Section XII - Incident Response

- Tier 1: Simplified two-tier plan (minor vs. serious) referencing existing crisis management procedures
- Tier 2: Full three-tier plan with defined notification timelines, documented post-incident improvement tracking
- Tier 3: Scenario-specific playbooks and tabletop exercises, documented post-incident improvement tracking

Appendix 13 - AI Use Plan

- Tier 1: Complete Parts I, II, and VIII at minimum; expand over time
- Tier 2: Complete all parts; integrate with strategic planning cycle
- Tier 3: Complete all parts; connect to budget process; annual community reporting

This guide helps districts understand how to scale implementation of these procedures based on their context, capacity, and current stage of AI adoption. The three tiers are not rankings - they reflect realistic starting points for districts of different sizes and resource levels. Every district implementing responsible AI governance at any tier is demonstrating leadership.

Appendix 15: Student Responsible Use of AI Guidelines

COMPLIANCE NOTICE: These guidelines align to the AI Use Policy and compliance to the guidelines is required of all students. Student violations of this policy will be addressed by teachers and school staff. Disciplinary action may be taken as outlined in the school district's Student Discipline Policy.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

These guidelines support responsible, effective, and ethical use of AI technologies in our school district. They align with the AI Procedures Guide and emphasize the Human-AI-Human (H-AI-H) framework: humans define the need, AI assists the process, and humans make the final decisions.

CORE PRINCIPLE: Human-AI-Human (H-AI-H) Framework

1. Always Follow the H-AI-H Process

AI is a tool - you are in charge. You define the question or task, AI helps with part of it, and you check the result, decide what to use, and take responsibility for the outcome.

2. Think for Yourself - AI Does Not Think for You

AI can give you information and ideas, but it cannot replace your own thinking, judgment, or creativity. Use AI to support your thinking, not skip it.

WHEN YOU CAN ACCESS AI

3. Know Your Grade-Level Access and Use Only Approved Tools

Use only AI tools your teacher or school approves. Do not use personal AI accounts for school assignments unless your teacher specifically approves. Wearable AI devices follow the same rules as all other AI tools and must comply with district device policies.

ACADEMIC HONESTY

4. Do Not Use AI to Cheat or Misrepresent Your Work

Using AI to complete an assignment for you and turning it in as your own is cheating. AI helps you learn — it does not do your learning for you.

5. Be Honest About Using AI

If you used AI as part of your work, say so. Follow your teacher's instructions for noting or citing AI use. Being honest builds trust.

PRIVACY AND SAFETY

6. Never Share Personal Information with AI

Never enter your full name, address, phone number, or details about other students. Never share passwords or school account information. Protect yourself and others.

7. Do Not Create Harmful Content with AI

Do not use AI to create fake images, audio, or video of real people (deepfakes). Do not use AI to write threatening or harassing content. Creating harmful AI content is a serious violation and may result in school discipline or legal consequences.

USING AI WELL

8. Always Check What AI Gives You

AI makes mistakes. It can give you information that sounds correct but is wrong or made up. Read AI responses carefully, check facts with reliable sources, and verify before using.

9. Use AI to Learn More, Not Less

The best use of AI is to help you understand something better or get unstuck - not to avoid doing the work. Use AI to explore ideas, then build on them yourself.

ETHICAL USE

10. Use AI Fairly, Responsibly, and Within Limits

Use AI tools in a way that is fair, honest, and respectful to classmates. Be aware that AI can reflect human bias. Do not rely on AI for emotional support or major life decisions - talk to a trusted adult when you need real support.

REPORTING AND RETALIATION PROTECTION

11. Report Concerns and Know Your Protections

Report concerns about AI misuse, unsafe practices, or policy violations to your teacher or building principal — you will not be in trouble for reporting in good faith. Reportable concerns include AI used to harass or bully others, deepfakes or harmful content, privacy violations, inappropriate AI-generated content, and safety or wellbeing concerns. You are protected from retaliation, and first violations are typically handled as a learning conversation rather than discipline.

Appendix 16: Staff Responsible Use of AI Guidelines

COMPLIANCE NOTICE: These guidelines align to the AI Use Policy and all staff are required to comply. Staff who violate the guidelines may be subject to discipline, including termination, as set forth in the Discipline, Suspension, and Dismissal of School District Employees policy.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

These guidelines provide a complete overview of the district's AI procedures with user-friendly guidance for all staff. They align with the AI Procedures Guide and support responsible, effective, and ethical AI use in professional practice.

CORE PRINCIPLE: Human-AI-Human (H-AI-H) Framework

1. Always Follow the H-AI-H Process

Human intelligence drives the process, AI supports it, and humans remain accountable for all decisions and outcomes. You define the task, AI assists, and you evaluate, decide, and own results. Apply this framework to all AI use involving students or district work.

2. Never Delegate Professional Judgment to AI

AI tools can inform your thinking, but you remain responsible for all professional decisions, student interactions, and educational outcomes. Review all AI outputs before using. Apply your professional expertise to all final decisions.

ACADEMIC INTEGRITY

3. Maintain Academic Honesty Standards

Use AI to support learning and productivity, not to bypass professional responsibilities or misrepresent the source of work. Never present AI output as original work without disclosure. Model integrity in all AI use.

4. Teach and Reinforce Responsible AI Use with Students

Help students understand when, how, and why to use AI appropriately. Set clear expectations for each assignment. Address AI misuse as academic integrity. Use age-appropriate frameworks (see Appendix 6).

5. Use AI Detection Tools Appropriately

AI detection tools may have high false-positive rates and may disproportionately affect multilingual learners. AI detection tool results may not be the sole or primary basis for any disciplinary action. Always have a direct conversation with the student first.

TRANSPARENCY AND ATTRIBUTION

6. Disclose AI Use Appropriately

Be transparent about when and how you use AI in your professional work. Document AI use in lesson planning. Inform stakeholders when AI is involved. Model transparency for students.

7. Attribute AI-Assisted Content Properly

AI-assisted content used in teaching materials, research, or district documents is encouraged to be properly attributed. When attributing, include: 'Portions of this [material type] were developed with assistance from [AI technology name] on [date].'

PRIVACY PROTECTION AND LEGAL COMPLIANCE

8. Protect Student and Staff Privacy

Never input student names, personal information, or confidential data into AI tools unless explicitly approved and FERPA-compliant. Use only district-approved AI tools. Remove all student identifiers before inputting. When uncertain, ask IT first.

9. Use Only District-Approved AI Technologies

Use only AI tools on the Master Approved Technologies List (see Appendix 9). Request approval for new tools through the AI Committee (see Appendix 11). Never use unapproved consumer AI tools for district work.

10. Comply with Data Privacy Laws

All AI tool use must comply with FERPA, COPPA, and Minn. Stat. 13.32. Do not upload confidential data, PII, or personnel materials into any AI tool. Assume consumer AI products make data publicly available unless an official district agreement is in place.

EQUITY AND ACCESSIBILITY

11. Ensure Equitable Access for All Students

Design AI-enhanced learning experiences that all students can access regardless of technology availability, learning differences, or background. Provide non-AI alternatives. Support diverse learners equitably.

12. Monitor AI for Bias and Fairness

Be vigilant for bias in AI outputs. Test AI tools across diverse scenarios. Report suspected bias to the AI Coordinator.

EDUCATIONAL EXCELLENCE

13. Use AI to Enhance, Not Replace, Learning

AI should deepen student understanding and engagement, not substitute for critical thinking or human interaction. Prioritize student thinking over AI efficiency.

14. Verify AI-Generated Content for Accuracy

AI can make mistakes or generate plausible-sounding but incorrect content. Always fact-check before using AI-generated content with students.

RESPONSIBLE INNOVATION

15. Seek Support and Report Concerns

Contact your building principal, AI Coordinator, IT Services, or Legal and Compliance Office with questions or concerns. Good-faith reporting is encouraged and protected — retaliation is prohibited, and concerns should be reported to Administration or the Board. Reportable concerns include policy violations, privacy or data security issues, potential bias or discrimination in AI outputs, accessibility barriers, inappropriate content, academic integrity violations, safety or student wellbeing concerns, and AI-generated content involving minors. If you used an unapproved AI tool, the voluntary disclosure pathway (Section XII.6) allows disclosure within 30 days of policy training without penalty, provided no harm occurred and you commit to compliance. Preserve all AI interaction logs and communications when an incident occurs — do not delete any records pending investigation.

DATA CLASSIFICATION AND RECORDS RETENTION

16. Understand Data Classification and Records Retention Obligations

Know the district's data classifications before using any AI tool: Public Data may be used with approved tools, Internal/Not Public Data is restricted to approved district AI tools only, and Confidential Data (including PII, student records, IEP/504 information, and personnel data) requires explicit approval before any AI tool use. Treat AI-generated or AI-assisted content that documents a district action, policy, or operation — or is relied upon in an educational, administrative, or financial decision — as a district record and retain it per the Records Retention schedule. Do not use AI tools that prevent the district from exporting, managing, or retaining required records. When uncertain, consult the AI Coordinator or Legal and Compliance Office before proceeding.

Appendix 17: Administrative Supervision: Responsible Use of AI Guidelines for Staff

This appendix provides guidance for district administrators in supervising staff compliance with the Responsible Use of AI Guidelines (Appendix 16). Language aligns with the Staff Guidelines. For each guideline area, supervisory responsibilities and direction are provided.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

ADMINISTRATIVE NOTICE: As determined by the school district, administrators are responsible for ensuring staff in their areas of supervision understand, implement, and comply with the district's AI procedures and guidelines. This guidance supplements the Staff Guidelines with supervisory direction. Also, administrators are responsible for ensuring students understand, implement and comply with the district's AI procedures and guidelines.

Supervising H-AI-H Implementation (Guidelines 1-2)

- As determined by the school district provide administrative supervision as follows:
  - Verify that staff understand and can articulate the H-AI-H framework in their work
  - Include H-AI-H implementation as a component of instructional observations for teaching staff
  - Provide support for staff who need additional H-AI-H training or coaching
  - Document H-AI-H training completion for all supervised staff
  - Ensure staff can demonstrate, not just describe, human decision-making at both the start and end of AI-assisted processes

Supervising Academic Integrity (Guidelines 3-5)

- As determined by the school district provide administrative supervision as follows:
  - Verify that course syllabi and assignment instructions include clear AI use expectations
  - Confirm staff are following the AI detection tool safeguards in Section VII.6 before taking any disciplinary action
  - Review any proposed AI-related academic integrity action to confirm a student conversation occurred first
  - Ensure staff are modeling appropriate attribution and transparency in their own AI use
  - Address staff AI misuse through existing employee accountability procedures

Supervising Transparency and Attribution (Guidelines 6-7)

- As determined by the school district provide administrative supervision as follows:
  - Review department or team communications and documents for appropriate AI attribution
  - Model transparent AI disclosure in your own administrative communications
  - Recognize and affirm staff who model exemplary transparency in AI use
  - Include AI attribution compliance in periodic staff check-ins

Supervising Privacy and Legal Compliance (Guidelines 8-10)

- As determined by the school district provide administrative supervision as follows:
  - Verify all staff in your area are using only district-approved AI tools (see Appendix 9)
  - Confirm no confidential student or staff data is being input into unapproved AI tools
  - Address any reports of unauthorized AI tool use promptly through established procedures
  - Ensure new staff receive AI privacy training before accessing any AI tools
  - Include AI compliance review in annual staff evaluations as appropriate

Supervising Equity and Accessibility (Guidelines 11-12)

- As determined by the school district provide administrative supervision as follows:
  - Monitor for patterns of inequitable AI access or benefit among student groups
  - Review instructional plans to confirm non-AI alternatives are available for all assignments
  - Ensure bias concerns are documented and reported to the AI Coordinator
  - Support staff in adapting AI tools for students with IEPs and 504 plans

Supervising Educational Quality (Guidelines 13-14)

- As determined by the school district provide administrative supervision as follows:
  - Review AI-assisted instructional materials for accuracy and quality before broad use
  - Monitor for over-reliance on AI in lesson planning at the expense of educator expertise
  - Recognize and share examples of high-quality, AI-enhanced instruction
  - Support staff in verifying AI-generated content before use with students

Supervising Data Classification and Records Retention (Guideline 16)

- As determined by the school district provide administrative supervision as follows:
  - Verify that staff in your area understand the district's data classification framework and can apply it to AI tool use decisions
  - Confirm staff are not inputting confidential or not-public data into AI tools without explicit approval
  - Ensure staff are identifying and retaining AI-generated content that meets the definition of a district record per Section XI
  - Direct staff to the AI Coordinator or Legal and Compliance Office when data classification or records retention questions arise

Administrative Reporting Responsibilities

- As determined by the school district provide administrative supervision as follows:

Report Tier 2 and Tier 3 AI incidents to the AI Coordinator and Superintendent per Section XII. Understand the three incident tiers and your response responsibilities:

- Tier 1 — Minor (individual policy violations, unauthorized tool use, minor attribution failures): handle at building level with educational response; notify AI Coordinator
- Tier 2 — Serious (data exposure, significant academic integrity violations, student wellbeing concerns, deep fake incidents): involve AI Coordinator immediately; notify Superintendent; notify parent/guardian within 2 business days
- Tier 3 — Critical (CSAM or intimate imagery involving minors, major data breach, deep fake distribution): immediately escalate to Superintendent, Board, and law enforcement as applicable; notify parents as soon as legally permissible
- Direct involved parties to preserve all AI interaction logs, output records, and communications — do not allow deletion of any records pending investigation
- Notify parents per the notification timelines in Section XII.7.3 based on the incident tier
- Complete required documentation for any AI-related staff disciplinary action
- Participate in AI Committee updates and share relevant information with supervised staff
- Ensure staff are aware of the constructive resolution process (Section XII.6) for voluntary disclosure

Appendix 18: Policy-to-Procedures Cross-Reference Table

This table maps each article of the AI Use Policy to the corresponding sections and appendices of this Procedures Guide. Use this table to verify alignment, support compliance reviews, and respond to board or legal inquiries about policy implementation. Every provision of the AI Use Policy is directly traceable to a corresponding section of these operational procedures.
NOTE: This appendix is provided only for guidance purposes. Please reference the Appendices title page for additional understanding of this appendix's purpose.

Policy Article	Policy Content	Guide Section(s)	Appendices
I. Purpose	Responsible, ethical AI use guidelines	Section I: Purpose	--
II. General Statements	Policy commitments, H-AI-H principle, age-appropriate tiers, wearable AI devices	Section II: General Statements	Appendices 5, 6
III. Definitions	Key terms and definitions	Section III: Definitions Reference	Appendix 4
IV. Equitable Access	Access provisions, barrier reduction, proactive equity evaluation	Section IV: Equitable Access	Appendix 8
V. Curriculum Integration and AI Literacy	Instructional protocols (superintendent-led), student rights, AI literacy framework	Section V: Curriculum Integration and AI Literacy	Appendices 6, 7
VI.A. AI Committee Structure	Committee appointment and membership	Section VI.1: Committee Appointment and Structure	Appendix 1
VI.B. AI Use Plan	AI Use Plan development (AI Committee obligation)	Section VI.3: AI Use Plan	Appendix 13
VI.C. AI Procedures	14 required AI procedures, agentic AI, approval process	Section VI.5: Approved AI Platforms Framework	Appendices 9, 11
VI.D. AI Coordinator	Optional AI Coordinator or superintendent/designee pathway	Section VI.4: AI Coordinator	Appendix 2
VII. Student Use Guidelines	Permitted/prohibited student uses, wearable devices	Section VII: Student Use Guidelines	Appendices 6, 15
VIII. Staff Use Guidelines	Staff AI use, prohibited uses, detection tools, approval process	Section VIII: Staff Use Guidelines	Appendices 11, 16, 17
IX. Data and AI	Data stewardship obligations (data types classified per MN statutes)	Section IX: Data and Artificial Intelligence	Appendix 16
X. Vendor Agreements	Contract requirements, evaluation criteria	Section X: Vendor Agreements and Licensing	Appendix 10
XI. Records Retention	AI-generated records obligations	Section XI: AI and Records Retention	Appendix 16
XII. Reporting, Misuse, Incidents	Reporting, investigation, incident response plan	Section XII: Reporting, Misuse, and Incidents	--
XIII. Training	Professional development,	Section XIII: Training of	Appendices 6,

of Staff, Teachers, and Students	student education, student wellbeing	School District Staff, Teachers, and Students	14
XIV. Notice	Communication requirements	Section XIV: Notice	--
XV. Review	Review cycles and emergency triggers	Section XV: Review	--

BARENSVILLE PUBLIC SCHOOL **POLICY 514**
ISD 146 **SERIES 500 STUDENTS**

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include,

but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status,

physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other

prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, 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. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 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 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: _____ *MSBA/MASA Model Policy 514*
Orig. 2003
Revised: _____ *Rev.*
2025~~4~~

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district

property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;

2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and

5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

J. The school district will act to investigate all complaints of bullying reported to the school

district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or

reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall

be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, 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. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history.~~shall take into account the factors specified in Section II.F. of this policy.~~ School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

[NOTE: The language added above appears in Minnesota Statutes, section

121A.031.]

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent~~(s)~~ or guardian~~(s)~~ of students who are targets of bullying or other prohibited conduct and the parent~~(s)~~ or guardian~~(s)~~ of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

[NOTE: The 2025 Minnesota legislature added the final sentence to Minnesota Statutes, section 121A.031.]

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. ~~Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.~~

[NOTE: The deleted language appears in Article V. above.]

VII. TRAINING AND EDUCATION

A. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct. The school district must establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minnesota Statutes, section 122A.60, to build the skills of all school personnel who

regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;

2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and

5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;

3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;

4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;

5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.

C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.

D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.

E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.

G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

H. The school district designates [insert name of staff member] as the primary contact person in the school building to receive reports of prohibited conduct

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 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 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.

   a. Designate a district assessment coordinator and district technology coordinator.

   b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

   c. Annually review and recertify staff who have access to MDE secure systems.

   d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   e. Establish a culture of academic integrity.

   f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.

   g. Ensure student information is current and accurate.

   h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.

   i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

   j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

   k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

   l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify

staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a district assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

b. Ensure requirements for embargoed final assessment results are followed.

D. District assessment coordinator

1. Responsibilities before testing.

a. Implement test administration and test security policies and procedures.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

g. Maintain security of test content and test materials.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

(4) Provide MTAS student data collection forms if necessary.

(5) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test

administrators so they can become familiar with the script and prepare for test administration.

(6) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

3. Responsibilities after testing.

a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

d. Return secure test materials as outlined in applicable manuals and resources.

e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.

   a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

   b. Attend trainings related to test administration and security.

   c. Complete required training course(s) for tests administering.

   d. Be knowledgeable about how to contact the district assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.

   e. Be knowledgeable regarding student accommodations.

   f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

   a. Before test.

      (1) Receive and maintain security of test materials.

      (2) Verify that all test materials are received.

      (3) Ensure proper number of computers/devices or paper accommodated test materials are present.

      (4) Verify student testing tickets and appropriate allowable materials.

      (5) Assign numbered test books to individual students.

      (6) Complete information as directed.

      (7) Record extra test materials.

   b. During test.

      (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

      (2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to district assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the district assessment coordinator.

(3) Immediately report any missing test materials to the district assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or district assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to district or district assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials.

(3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the district or district assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

B. Students will be informed of the following:

1. The importance of test security;

2. Expectation that students will keep test content secure;

3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

   If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.

9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.

10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:
Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
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)
Minnesota PearsonAccess Next Resources and Forms:
http://minnesota.pearsonaccessnext.com/policies-and-procedures/

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

   a. Science Alternate MCA (2024-25 school year);

   b. Reading Alternate MCA (2025-26 school year); and

   c. Mathematics Alternate MCA (2027-28 school year).

III. DEFINITIONS

A. Most Significant Cognitive Disability

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

1. The student's cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by

   a. a standardized norm-referenced measure of cognitive functioning, or

   b. when formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).

2. The student's disability has a significant impact on their ability to function in multiple environments, including home, school and community.

3. The student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills to actively participate in school, work, home and community environments.

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

IV. ALTERNATIVE ASSESSMENT

A. Initial Steps

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided.

3. The IEP team must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

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

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

B. Alternate Assessment Eligibility Requirements

1. For a student with a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true:

   a. the student's cognitive functioning to be significantly below age expectations;

   b. the student's disability has a significant impact on their ability to function in multiple environments, including home, school, and community; and

   c. the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills to actively participate in school, work, home, and community environments.

2. Alternate assessment participation decisions must not be made on the following factors:

   a. Student's disability category as defined in Minnesota Rules, part 3525.1325-1348;

   b. Educational environment or instructional setting;

   c. Participation in a separate, specialized curriculum;

   d. An expectation that the student will receive a low score on the MCA;

   e. Language, social, cultural, or economic differences;

   f. Concern for participation rate calculations at the district level.

V. ALTERNATE ACCESS FOR ELs

A. ACCESS for ELs

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

   Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners

who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

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

B. Eligibility Requirements

1. The student is identified as an English learner (EL) and is reported as EL in student enrollment data submitted in the Minnesota Automated Reporting Student System (MARSS);

2. The student must have a most significant cognitive disability;

3. The student cannot meaningfully participate in the WIDA ACCESS, even with allowable accommodations.

4. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

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

1. The student's disability category alone;

2. The student's placement or instructional setting;

3. The student's language background, or other social, cultural, or economic factors;

4. An expectation that the student will receive a low score on the WIDA ACCESS ; and

5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.

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

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

VII. RECORDS

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

Legal References:
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

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

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Assessment Graduation Requirements and with students as they progress to achieve those Assessment Graduation Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels.

III. STAFF DEVELOPMENT

A. The Staff Development Committee (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Assessment Graduation Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Assessment Graduation Requirements implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Assessment Graduation Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals

The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles, responsibilities, and building orientation. Training will be provided within the first sixty (60) days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers and Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References:
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

BARNESVILLE PUBLIC SCHOOL **POLICY 623**
ISD 146 **SERIES 600 EDUCATION PROGRAMS**

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for:

High School / Junior High:

Summer school is offered primarily for credit recovery and academic remediation. Students who have failed courses during the regular school year may enroll to recover credits and remain on track for promotion or graduation.

Elementary School:

Elementary students receiving Tier II or Tier III intervention services during the school year are encouraged to attend summer programming to strengthen academic skills. Student screening data collected during the school year is used to determine recommended enrollment.

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Minnesota Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.

D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school

board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)
Minn. Rules Chapter 3501 (Graduation Standards)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENTS

A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.

B. Expenditures shall be reported in compliance with Minnesota Statutes, section 123B.76.

C. Prior to July 1 of each year, the school board must approve and adopt its revenue and expenditure budgets for the next school year. The budget document so adopted must be considered an expenditure-authorizing or appropriations document. No funds shall be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

D. Each year, the school district must publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner of the Minnesota Department of Education (Commissioner) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement must be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes, section 123B.10.

E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

F. The school district must also post the materials specified in Paragraph III.D. above in a conspicuous place on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

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

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENT

A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.

B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.

C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

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

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

BARNESVILLE PUBLIC SCHOOL **POLICY 702**
ISD 146 **SERIES 700 BUSINESS OPERATIONS**

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. MAINTENANCE OF BOOKS AND ACCOUNTS

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

IV. PERMANENT FUND TRANSFERS

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

V. REPORTING

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

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

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)

Adopted: **Revised:** 4.20.2026 **Effective: 4.20.2026**

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.

B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.

C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Minnesota Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minnesota Statutes section 123B.14, subdivision 7.

D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act, and the Minnesota Legal Compliance Audit Guide for School Districts issued by the Office of the State Auditor.

F. The school board must approve the audit report by resolution or require a further or amended report.

G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.

H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minnesota Statutes chapter 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)

Adopted: **Revised:** 4.20.2026 **Effective: 4.20.2026**

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.77, Subds. 2 and 3 (Accounting, Budgeting, and Reporting Requirement)

Cross References: MSBA/MASA Model Policy 702 (Accounting)

BARNESVILLE PUBLIC SCHOOL **POLICY 704**
ISD 146 **SERIES 700 BUSINESS OPERATIONS**

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) with a capitalization level that equals or exceeds $5,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is $175,000. The inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)
GASB Implementation Guide 2021-1

Cross References: MSBA/MASA Model Policy 702 (Accounting)

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

A. The funds of the school district shall be deposited or invested in accordance with this policy, Minnesota Statutes chapter 118A and any other applicable law or written administrative procedures.

B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows

1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.

2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.

3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

A. The _____ of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.

B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minnesota Statutes sections 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minnesota Statutes section 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minnesota Statutes chapter 118A or Minnesota Statutes section 356A.06, subdivision 7. Investment of funds in an OPEB trust account under Minnesota Statutes section 356A.06, subdivision 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designated herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

A. Limitations on instruments, diversification, and maturity scheduling shall depend on

whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.

B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.

2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.

3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.

B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minnesota Statutes section 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

B. Deposit-type securities shall be collateralized as required by Minnesota Statutes section 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.

C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than $1,000,000.

XIV. REPORTING REQUIREMENTS

A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.

B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all

transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minnesota Statutes section 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minnesota Statutes section 471.38.

Legal References:

Minn. Stat. § 118A.01 (Definitions)
Minn. Stat. § 118A.02 (Depositories; Investing; Sales, Proceeds, Immunity)
Minn. Stat. § 118A.03 (When and What Collateral Required)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (Safekeeping; Acknowledgements)
Minn. Stat. § 356A.06, Subd. 7 (Investments; Additional Duties)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References:

MSBA/MASA Model Policy 703 (Annual Audit)

Minnesota Legal Compliance Audit Guide for School Districts Prepared by the Office of the State Auditor

15. Approval of Policies 240

BARNESVILLE PUBLIC SCHOOL **POLICY 208**
ISD 146 **SERIES 200 SCHOOL BOARD**

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 school board meetings. The proposals shall be available 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 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 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 with minor changes that do not affect the substance of the policy 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.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

Adopted: **Revised:** 3.16.2026 **Effective: 3.16.2026**

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 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)

I. PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.

2. Come to the meetings prepared for discussion of the agenda items.

3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).

4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.

5. Support the decision of the school board, even if my position concerning the issue was different.

6. Recognize the integrity of my predecessors and associates and appreciate their work.

7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.

8. Inform myself about the proper duties and functions of a school board member.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.

2. Remember my responsibility is to set policy – not to implement policy.

3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.

4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.

5. Work through the superintendent – not over or around the superintendent.

6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.

2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.

3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.

4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.

5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.

6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.

2. Attempt to obtain adequate financial support for the school district's programs.

3. Insist that business transactions of the school district be ethical and open.

4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.

2. Give the superintendent authority commensurate with his or her responsibilities.

3. Assure that the school district will be administered by the best professional personnel available.

4. Consider the recommendation of the superintendent in hiring all employees.

5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.

6. Insist the superintendent keep the school board adequately informed at all times.

7. Offer the superintendent counsel and advice.

8. Recognize the status of the superintendent as the chief executive officer and a

non-voting, ex officio member of the school board.

9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.

10. Present any personal criticisms of employees to the superintendent.

11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.

2. Comply with all school district policies as adopted by the school board.

3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.

4. Recognize that school district business may be legally transacted only in an open meeting of the school board.

5. Avoid conflicts of interest and refrain from using my school board position for personal gain.

6. Take no private action that will compromise the school board or administration.

7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: None

BARNESVILLE PUBLIC SCHOOL **POLICY 211**
ISD 146 **SERIES 200 SCHOOL BOARD**

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.

B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.

C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

A. Pursuant to Minnesota Statutes section 466.07, subdivision. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to Minnesota Statutes section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

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

D. Service of Subpoenas

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

E. Leave to Testify

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

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.

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

B. Students

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

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.

2. If questioning at school is unavoidable, the school district will attempt to

maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

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

V. STATEMENTS WHEN LITIGATION IS PENDING

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

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

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

BARNESVILLE PUBLIC SCHOOL **POLICY 212**
ISD 146 **SERIES 200 SCHOOL BOARD**

I. PURPOSE

In recognition of the need for continuing in-service training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.

B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.

C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.

D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.

B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.

C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.

D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.

E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.

F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.

G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.

H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

A. The school board hereby appoints the following standing committees:

1. Curriculum and Instruction
2. Technology
3. Staff Development and Continuing Education
4. Negotiations Committee(s) for various employee groups
5. Wellness
6. Health and Safety
7. Community Education
8. Buildings and Grounds

9. Finance

10. Policy

11. Lake Agassiz Education District

12. Region 1

13. Clay County Collaborative

14. Minnesota State High School League

15. Meet and Confer

16. Athletic

17. Career and Technical Education

B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.

C. The school board chair shall solicit interest from board members for each standing committee, with committee assignments to be voted on by the full Board at the January organizational meeting

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.

B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.

C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.

D. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.

E. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA School Law Bulletin "C" (Minnesota's Open Meeting Law)

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Abuse" means:

1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.

2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section

626.5572, Subd. 2.

B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).

D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

F. "Mandated reporter" means a professional or professional's delegate while engaged in education.

G. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.

H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.

J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.

K. "Vulnerable adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receives services

from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to provide adequately for the individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.

B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.

C. The report shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data*, as defined under Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.

D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.

F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

A. This policy should appear in school personnel handbooks as appropriate.

B. The school district will develop a method of discussing this policy with employees as appropriate.

C. This policy should be reviewed at least annually for compliance with state law.

Legal References:
Minn. Stat. § 13.02 (Government Data Practices; Definitions)
Minn. Stat. Ch. 245A (Human Services Licensing)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.232 (Crimes Against Vulnerable Adults; Definitions)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

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 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

A. "Non Exclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Non Exclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school

administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include non exclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. For a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

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

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and

parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another.

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

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

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

I. Reasonable Force Reports

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

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with

the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school’s property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of non exclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class.

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

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

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

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

1. If a student is to be removed the teacher will instruct the student to go to the office, the teacher will call the office and let them know that the student is on their way. The teacher will go onto JMC and write up the student and explain the reason for the removal. The principal will talk to the student and find out what happened from their perspective. Detention will be assigned. If further action needs to be taken the handbook policy will be taken into consideration.

2. JMC discipline referral will be mailed home.

3. Reference: Elementary Parent/Student Handbook (pp. 24–26)

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

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

2. Reference: Elementary Parent/Student Handbook (pp. 24–26)

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

1. Student will be sent to the office

2. Depending on what happened, students will walk or be escorted to the office.

3. Determine if the student requires accompaniment and if there is any risk of elopement or harm to self or others.

4. Student is to go straight to the office.

5. Reference: Elementary Parent/Student Handbook (pp. 24–26)

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

1. Student will be returned to class the next day. High School.

2. Actions or approvals required such as notes, conferences, readmission plans.

3. Reference: Elementary Parent/Student Handbook (pp. 24–26)

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

1. Students will go back to the class the next school day.

2. If a student's behavior warrants, a parent or guardian conference will be scheduled. In all cases where a student is removed from class, an office referral will be sent home outlining the reason for the removal and the resulting consequences.

3. Reference: Elementary Parent/Student Handbook (pp. 24–26)

H. Disabled Students; Special Provisions.

1. A student's IEP will be taken into account on all removals and penalties for removal.

2. The case manager will be notified when a student is removed from class and what happened for the removal.

3. MTSS Tiered Support Process (Elementary)

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

1. Reference: Elementary Parent/Student Handbook (pp. 24–26)

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

1. MTSS Tiered Support Process (Elementary)

2. The same procedures outlined for the elementary will also apply at the high school level.

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

1. MTSS Tiered Support Process (Elementary)

2. If inappropriate behavior persists, the principal will contact the parents or guardians to schedule a meeting to discuss the behavior, strategies for improvement, and potential disciplinary actions moving forward.

L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

1. MTSS Tiered Support Process (Elementary)

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services;

1. MTSS Tiered Support Process for Students & Parent Request for Special Education Process (Elementary)

2. The high school will follow the same procedures, with the addition of a referral to the TAT (Teacher Assistance Team) for further review and intervention.

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031;

1. Reference: Elementary Parent/Student Handbook (pp. 28–29)

2. First Offense: The high school student will meet with the principal or designee to discuss the incident, the consequences of bullying, and the expectations for future behavior. The student will be informed of potential disciplinary actions should the behavior continue.

3. Subsequent Offenses: Continued bullying behavior may result in disciplinary action, which may include detention, in-school suspension (ISS), or out-of-school suspension (OSS), depending on the severity of the conduct as determined by the high school principal.

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student,

including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

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

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

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

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or pre kindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. <u>Suspension Procedures</u>

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

a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for

more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

   a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

   b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

   c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding,

provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the non exclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian,

the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the

action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Pre Assessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)

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

I. PURPOSE

The purpose of this policy is to recognize the need for alternative educational services for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative educational services for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school district that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.

B. It shall be the responsibility of the superintendent to identify alternative educational opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative educational services. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational services to the school board.

C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

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

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in Minnesota Statutes section 120A.05, as follows:

Elementary: **Grades prekindergarten through 6**
Secondary: **Grades 7 through 12**

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

III. DEFINITIONS

A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Definitions)
Minn. Stat. § 120A.20, Subd. 4 (Admission to Public School)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References: None

BARNESVILLE PUBLIC SCHOOL **POLICY 608**
ISD 146 **SERIES 600 EDUCATION PROGRAMS**

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

IV. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

B. The school district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and

state law.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Child with a Disability Defined)
Minn. Stat. § 125A.027 (Rulemaking)
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards))
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

BARNESVILLE PUBLIC SCHOOL **POLICY 609**
ISD 146 **SERIES 600 EDUCATION PROGRAMS**

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.

2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.

4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. The school district must provide annual notice to parents of this policy.

B. The principals are granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion.

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12 (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)

Adopted: **Revised:** 3.16.2026 **Effective: 3.16.2026**

Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251 (2000)
Lemon v. Kurtzman, 403 U.S.602, (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minnesota Statutes section 123B.37)

B. Supplementary Trips

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

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Extracurricular Activities;

Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definitions)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards) *Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CONDITIONS FOR HOME SCHOOLING

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

IV. IMMUNIZATION

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

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

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

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.

B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

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

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

   a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.

   b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.

   c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

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

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.

2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

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

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

16. Rescission of Policy 617 – School District Ensurance of Preparatory and High School Standards 289

*Adopted:*_____ *MSBA/MASA Model Policy 617*
Orig. 1998
*Revised:*_____ *Rev. 2003*

617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.

B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements through the Profile of Learning content standards will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards of the Profile of Learning. This policy also defines how technology will be integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

A. Preparatory Content Standards

[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]

B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas.

C. Assessment of Content Standards

[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]

D. Additional Requirements

[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]

E. Special Needs Students

[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]

F. Integration of Technology

[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]

G. Evaluation and Remediation of Student Difficulties and Achievement

[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required

Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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

17. Discussion/Information
A. Financial Projections for FY27-29 293

Barnesville Public Schools

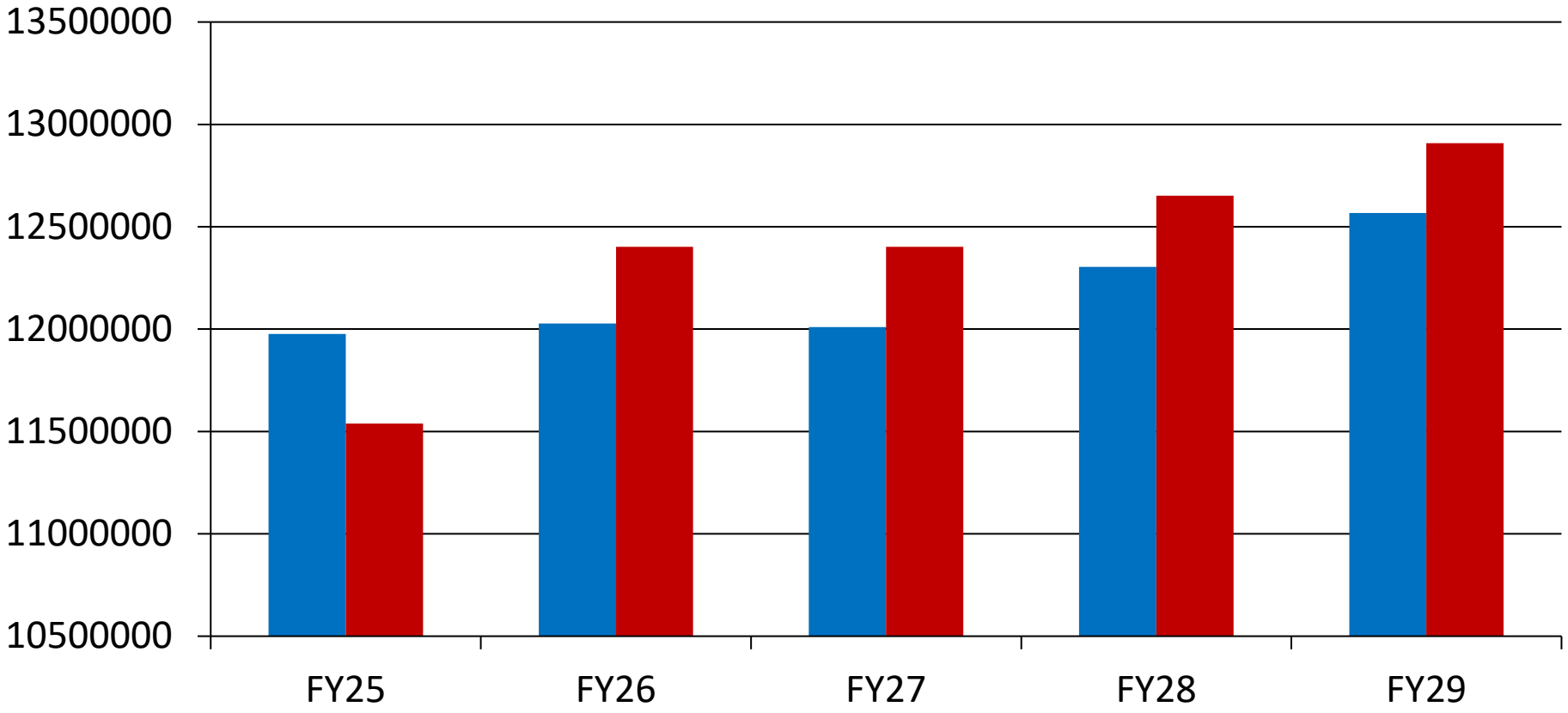
Long-Term Financial Projections - General Fund

Planning for Long Term Financial Stability

FY26 Projection Starting Point

- Updated FY26 projection based on current revenue and expenditure estimates
- FY26 currently projected to have a $375,000 shortfall
- Board-approved FY26 budget included planned use of fund balance to offset the projected shortfall
- Used as the starting point for the long-term financial projections
- Current fund balance remains above the 13% board policy target (13% unassigned fund balance as a percentage of general fund expenditures excluding operating capital, LTFM, student activities and other restricted sources)

Projected* Revenue & Expenditure Trends

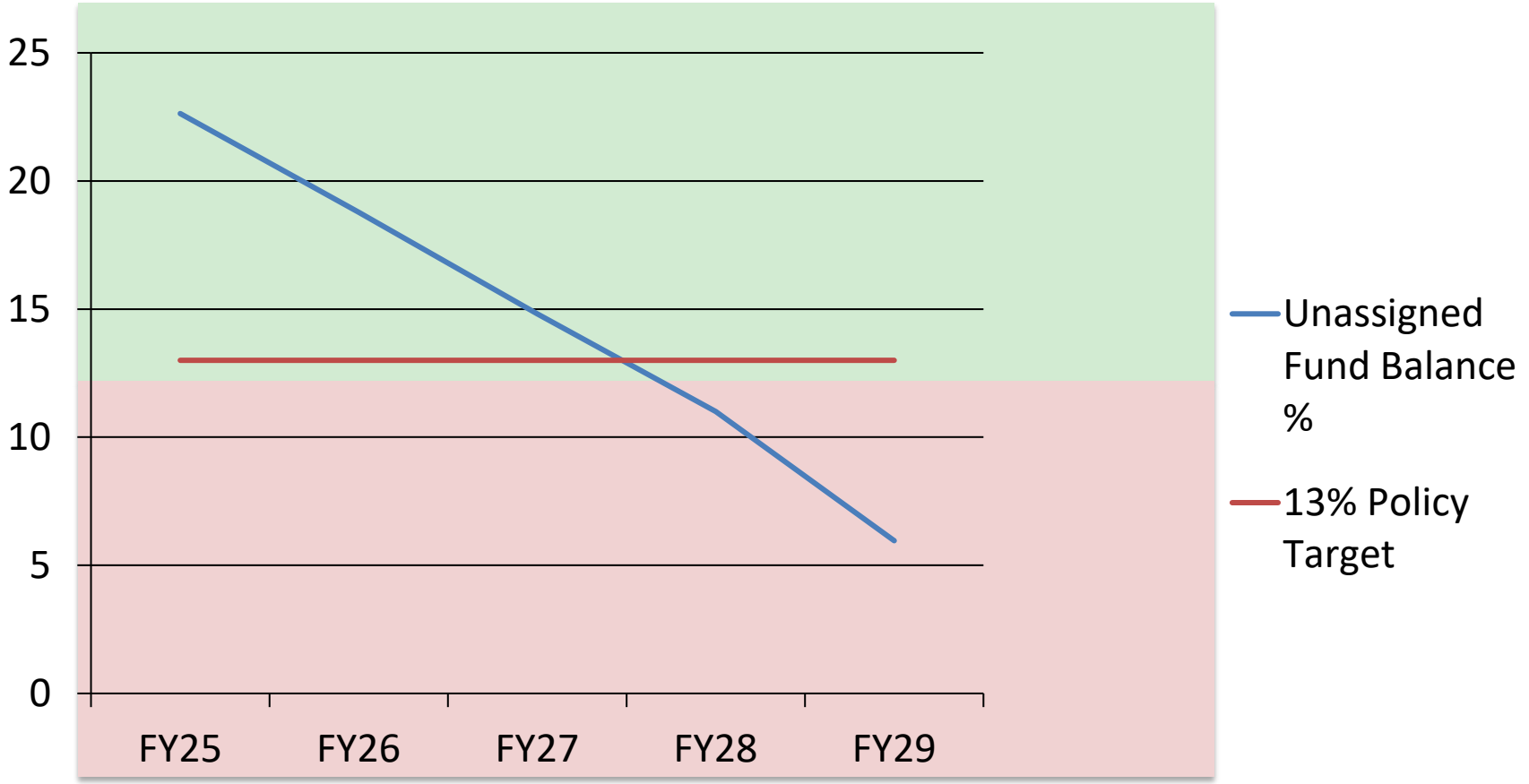


Blue = Revenue

Red = Expenses

**Projections based on current assumptions and may change with enrollment, funding or expenditure variations.*

Projected Fund Balance vs Board Policy



Why Many Minnesota School Districts Are Facing Budget Pressure

Operating costs rising

State revenue growth slowing

Legislative & program requirements increasing

Financial Outlook Summary

Where We Are Today
FY25 ended with a positive fund balance.
Fund balance currently above board policy target.

Projected Trend
Beginning in FY26 expenses are projected to exceed revenue.
Fund balance gradually declines under current assumptions.

Looking Ahead
The district will continue monitoring enrollment, revenue, and spending trends.
Long-term planning supports financial stability.

BARNESVILLE PUBLIC SCHOOL

March 16, 2026

Strategic Planning Process Steps

Stakeholder Surveys

Two surveys will be used to gather initial feedback.

Internal Stakeholders

- Staff
- Administration
- School board members
- Students

External Stakeholders

- Parents and guardians
- Community members
- Local organizations

Key points:

- Surveys will remain open 2–3 weeks
- Results will help guide listening sessions and committee discussions

Listening Sessions

Listening sessions will gather direct feedback from key stakeholder groups.

Proposed stakeholder sessions include:

Time	Group
Noon	Middle & High School Students
1:30 PM	Administrative Team
3:15 PM	All Staff
4:30 PM	School Board
5:30 PM	External Community Stakeholders

Important notes:

- Each session lasts about 1 hour
- Sessions will occur after surveys open
- Superintendent welcomes participants and may attend sessions

Strategic Planning Committee

A Strategic Planning Committee will analyze the feedback and help develop district priorities.

Committee membership will include:

- School board members
- Administration
- Staff (licensed and non-licensed)
- Students (middle and high school)
- Community representatives

Committee size: approximately 25–50 members representing a cross-section of the community.

Strategic Planning Committee Meetings

The committee will meet three times.

Each meeting:

- Approximately 2 hours
- Held every other week
- Typically begins 5:00–5:30 PM

Meetings will focus on:

- Reviewing survey and listening session feedback
- Identifying district priorities
- Developing strategic goals

Board-Superintendent Alignment Session

The final step will be a Board and Superintendent workshop to:

- Review the planning process
- Align district goals
- Finalize strategic priorities

Estimated time: 2–3 hours

Logistics and Facilitation

Key logistics for the strategic planning process include:

- MSBA will facilitate the process virtually via Zoom
- Most participants will likely attend in person locally
- Meeting links will be created by either MSBA or the district
- A Strategic Planning Toolkit will be provided once scheduling is finalized

Community Representation

Board members will recommend community participants including representation from:

- Business community
- Cities and counties
- Chamber of Commerce
- Parents and guardians
- Alumni
- Agriculture
- Senior citizens
- Former board members

Each board member will submit 3–5 potential names to the Board Chair.

Next Steps

Next Steps

1. Review and finalize survey questions
2. Determine survey timeline
3. Select listening session dates
4. Identify strategic planning committee members
5. Schedule three committee meetings
6. Conduct final board alignment session

2026 A.I.D.E. Symposium

PRESENTED BY SWWC

ARTIFICIAL INTELIGENCE DEVELOPMENT IN EDUCATION

Join us for a powerful day of learning focused on the future of education with AI! This online event brings together educators, innovators, and thought leaders to explore how artificial intelligence is transforming teaching and learning. On-demand recordings will be available following the live event!

A.I.D.E.

Date: May 1st, 2026
Time: 9:00 am - 3:30 pm CST

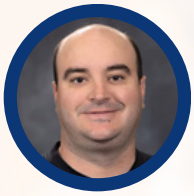
KEYNOTE
BECKY KEENE

GUEST SPEAKERS

Ruben Puentedura
Hippasus

David Berner
SWWC/A.I.D.E.

Ashley Haken
SWWC/A.I.D.E.



Kyle Krenz
SWWC/A.I.D.E.

Meggan Hoffmann
SWWC/A.I.D.E.

Eli Hulstein
SWWC/A.I.D.E.

Heather Anderson
SWWC/A.I.D.E.

Raymond Norton
SWWC/A.I.D.E.

Mykel Madera
SWWC/A.I.D.E.

Carter Squires
SWWC/A.I.D.E.

Jeremy Mikla
ECMECC

Mike Kray
SCSC/A.I.D.E.

Contact Us:
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2026 A.I.D.E. Symposium

PRESENTED BY SWWC

ARTIFICIAL INTELIGENCE DEVELOPMENT IN EDUCATION

A.I.D.E.
Artificial Intelligence Development in Education

SWWC

EVENT SESSIONS

9:00 - 10:00 **KEYNOTE | PREPARING STUDENTS FOR AN AI WORLD**

Becky unpacks what true AI literacy looks like for PreK–12 learners and the educators guiding them. She makes the case that the future of education is accessible, equitable, automated, and flexible, and that getting there requires more than adopting new tools. It requires a mindset shift.

10:05 - 11:05 **PARTNERING WITH AI AND GAME DESIGN FOR LEARNING**

Join SAMR creator Ruben Puentedura for this plenary session exploring how AI and game design can work together to create more engaging, creative, and meaningful learning experiences for students. This session will highlight innovative ways these approaches can support instruction, spark curiosity, and open new possibilities for teaching and learning.

-BECKY AND RUBEN DISCUSSION-

11:25 - 11:55 **THE SCHOOL LEADER'S TEAMMATE: EFFECTIVE PROMPTING IN THE AGE OF AI (ROOM 1)**

Explore how generative AI can support the human side of school and district leadership by streamlining communication with all stakeholders, supporting team development, and enhancing decision-making in high-stakes scenarios.

11:25 - 11:55 **SUBSTITUTION TO REDEFINITION: USING SAMR WITH SOURCES (ROOM 2)**

Participants will explore how the SAMR model can be used to move source-based learning beyond simple digitization and into deeper, more meaningful student engagement. Participants will see practical classroom examples of how digital tools can transform the way students read, analyze, interact with, and create using sources across subject areas.

-LUNCH-

12:30 - 1:00 **UNDER THE HOOD: HOW LARGE LANGUAGE MODELS WORK (AND HOW WE GOT HERE) (ROOM 1)**

A story-driven tour from early language modeling through transformers, scaling, instruction tuning, and RLHF. Attendees leave with a clear mental model of tokens and embeddings, attention, context windows, training vs inference, and why LLMs can feel remarkably capable yet fail in predictable ways.

12:30 - 1:00 **HOW TO SPOT AI-GENERATED CONTENT (ROOM 2)**

As AI tools get more advanced, so does their ability to generate misinformation. Spotting AI-generated content is getting harder, making it more difficult to know what's real. This session will go through strategies to detect AI content and the reliability of tools to detect them.

2026 A.I.D.E. Symposium

PRESENTED BY SWWC

ARTIFICIAL INTELIGENCE DEVELOPMENT IN EDUCATION

A.I.D.E.
Artificial Intelligence Development in Education

SWWC

EVENT SESSIONS

1:05 - 1:35 PROGRAMMING WITH AI (ROOM 1)

AI-assisted development is reshaping how edtech tools are created. This session highlights how AI lowers technical barriers, speeds up product cycles, and enables rapid problem-solving in education settings. Attendees will gain a clear understanding of what programming with AI looks like and what it means for schools and edtech teams.

1:05 - 1:35 THE PINNOCHIO EFFECT (ROOM 2)

When students talk to AI, it's easy to believe a "real boy" is behind the screen. This is the Pinocchio Effect: AI so convincing, it tricks students into forming mistaken relationships and offering unearned trust. But an algorithm isn't a friend; it's a puppet. Today's goal is to unmask the digital illusion, protect student privacy, and ensure students remain the masters who pull the strings.

1:40 - 2:10 DEVELOPING AN AI K-12 SCOPE AND SEQUENCE (ROOM 1)

How does AI fit into your school's current Digital Citizenship or Digital Literacy plan? In this session we will explore how we are working on intentionally mapping AI concepts and skills. We will also look at where these AI concepts can align with already-existing Digital Citizenship plans and academic standards.

1:40 - 2:10 FROM SUPPORT TICKET TO STRATEGY: LEADING THE AI CONVERSATION IN YOUR DISTRICT (ROOM 2)

You know the tech, but the boardroom runs on a different operating system. When leaders fear change, they stop listening, and sometimes stop inviting tech to the table. In this session, you'll learn a practical social toolkit to navigate high-stakes conversations, surface hidden fears about AI, reduce resistance, and show up as a strategic partner without being the loudest voice in the room.

2:15 - 2:45 MADE BY TEACHERS, FOR TEACHERS: EDUAIDE.AI

This session provides a practical overview of Eduaide.AI and how it helps K–12 educators quickly create classroom-ready materials like lesson plans, instructional resources, and student activities. We'll demonstrate a simple workflow for generating, refining, and differentiating content so it aligns to your goals and fits your students' needs.

2:55 - 3:25 STUDENT PANEL | WHAT DO STUDENTS REALLY THINK ABOUT AI IN THE CLASSROOM?

In this engaging panel, high school students share candid perspectives on how they use AI, where it helps (and where it doesn't), and what educators and technology leaders should consider when designing policies, tools, and learning experiences. From academic integrity to creativity, productivity to pressure, these students offer an unfiltered look at how AI is shaping their education right now, and what they hope it looks like in the future.

PROMPT for Monday, March 16, 2026 — Student Future Skills

Act as a workforce futurist.

What skills will high school graduates need in an AI-driven economy by 2035?

Identify the top five and suggest how a school district could begin preparing students today.

By 2035, artificial intelligence will automate many routine cognitive and physical tasks. The graduates who thrive will not simply "use AI tools"—they will work alongside AI, manage AI systems, and focus on uniquely human capabilities that machines struggle to replicate.

Below are the five most important skills for high school graduates in an AI-driven economy, along with practical steps a school district could start implementing today.

Top 5 Skills Students Will Need by 2035 (and What Schools Can Do Now)

1. AI Literacy & Human–AI Collaboration

Students must understand how AI works, its limitations, and how to work with it effectively.

This is similar to computer literacy in the 1990s—but deeper.

Students should learn to:

- Prompt and interact with AI systems
- Evaluate AI outputs for accuracy and bias
- Use AI as a productivity partner
- Understand data, algorithms, and ethics

District actions today

- Introduce AI literacy modules in grades 6–12
- Teach prompt engineering and AI-assisted research
- Integrate AI into projects rather than banning it
- Offer electives like "AI & Society" or "Applied AI Tools"

Example classroom activity:

- Students use AI to draft an essay → critique and improve it → explain where AI was wrong.

2. Critical Thinking & Problem Framing

AI is excellent at answering questions—but humans must ask the right ones.

Future workers will be valued for their ability to:

- Define complex problems
- Evaluate AI-generated solutions
- Apply judgment and reasoning

District actions today

- Shift more learning to project-based learning
- Use case studies and real-world problems
- Emphasize reasoning over memorization
- Assess students on thinking process, not just answers

Example:
Instead of:

“What caused the Civil War?”

Ask:

“Use AI and historical sources to evaluate the three most significant causes of the Civil War.”

3. Creativity & Innovation

AI can generate content—but original ideas and creative synthesis remain human advantages.

High-value jobs will combine:

- Creativity
- Technical tools
- Entrepreneurship

Students will need to:

- Design
- Invent
- Build
- Experiment

District actions today

- Expand maker spaces, robotics, and design labs
- Integrate entrepreneurship into coursework
- Encourage cross-discipline learning (art + engineering + tech)

Example programs:

- Student innovation labs
- Startup competitions
- AI-assisted design projects

4. Adaptability & Lifelong Learning

The half-life of skills is shrinking rapidly.

Students graduating in 2035 may change careers 5–10 times.

Therefore students must learn how to learn continuously.

District actions today

- Teach metacognition and learning strategies
- Introduce micro-credentials and skill badges
- Encourage independent research and self-directed projects

Example:
Students complete a self-designed learning project each year (choose topic, build solution, present results).

5. Human Skills (Leadership, Empathy, Communication)

The most valuable skills will be the ones AI cannot replicate easily.

These include:

- Leadership
- Emotional intelligence
- Collaboration
- Communication
- Ethics

Many AI-era jobs will involve leading teams of humans + AI systems.

District actions today

- Increase collaborative learning
- Teach communication and debate
- Provide leadership opportunities
- Integrate ethics discussions into technology courses

Example:
Students debate:

“Should AI be allowed to make medical decisions?”

The Big Shift Schools Must Make

The industrial education model focused on:

- memorization
- standardized answers
- compliance

The AI-era model must focus on:

Old Model	Future Model
Memorization	Thinking
Individual work	Collaboration
Static knowledge	Continuous learning
Right answers	Good questions
Teacher as expert	Teacher as guide

What a Forward-Thinking District Could Launch Now

(Example 3-Year Roadmap)

Year 1

- AI literacy pilot courses
- Teacher training on AI tools
- AI policy and guidance for classrooms

Year 2

- AI integrated into research, writing, and STEM
- Student AI innovation challenges
- Partnerships with local businesses

Year 3

- AI + entrepreneurship programs
- Capstone projects solving real community problems
- Student AI portfolio requirement for graduation

One Insight Most Schools Miss

The biggest change is not technology.

It is agency.

Students must move from:

Consumers of knowledge → creators of solutions

AI will handle information.
Humans will handle judgment, creativity, leadership, and vision.

Barnesville Public School
Student Enrollment
SY 2025-2026

	2024-25 Oct 1 Count	2024-25 End-of-Year	2025-26 Projection	Sep 5	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	Apr 1	May 1	May 22
Grade K	68	67	68	71	71	72	72	73	73	73			
Grade 1	53	53	67	61	61	60	60	60	60	60			
Grade 2	77	79	53	52	52	52	52	52	52	52			
Grade 3	70	69	79	76	76	77	76	76	76	76			
Grade 4	73	73	69	66	66	67	67	66	66	66			
Grade 5	74	74	73	75	75	76	76	75	75	75			
Grade 6	76	77	74	74	74	74	74	74	74	74			
	491	**492**	**483**	**475**	**475**	**478**	**477**	**476**	**476**	**476**	**0**	**0**	**0**
Grade 7	67	68	77	74	74	74	74	73	74	74			
Grade 8	61	60	68	68	67	67	67	67	66	66			
Grade 9	74	74	60	60	60	61	61	60	61	61			
Grade 10	61	60	74	76	75	75	76	75	74	74			
Grade 11	56	57	60	60	60	60	60	61	58	58			
Grade 12	61	62	57	59	59	59	59	59	58	58			
	380	**381**	**396**	**397**	**395**	**396**	**397**	**395**	**391**	**391**			
Grades K-12	**871**	**873**	**879**	**872**	**870**	**874**	**874**	**871**	**867**	**867**	**0**	**0**	**0**

19. Dates to Remember
    A. Regular School Board Meeting
        1) Monday, April 20, 2026, 7:00 PM, Barnesville High School
20. Adjournment