

**AGENDA**  
**BOLD BOARD OF EDUCATION REGULAR MEETING**  
**BIRD ISLAND-OLIVIA-LAKE LILLIAN**  
**INDEPENDENT SCHOOL DISTRICT #2534**  
**MONDAY, OCTOBER 27, 2025**  
**7:00 PM**  
**BOLD MEDIA CENTER**

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

- I. Call to Order and Roll Call  
Chair Frank
- II. Pledge of Allegiance
- III. Approval to add two items to the agenda.  
Resolution of the governing board supporting the State High School Foundation, offering grants and funding.  
Resolution of the school board/governing board supporting seminars and training.
- IV. Approval of Agenda  
Chair Frank
- V. Recognition of Visitors to the School Board  
Chair Frank  
Welcome to all visitors joining us today virtually and in person.
- VI. Welcome, Acceptance of Office, and Oath of Office of Appointed Board Member Michael Zimmerman. (Action)  
Chair Frank, Michael Zimmerman  
The appointed board member will be asked to publicly affirm his acceptance of office as well as his commitment to the oath of office.  
**ACCEPTANCE OF OFFICE**  
"I, Michael Zimmerman, hereby accept the office of School Board member of Independent School District No. 2534 for a term beginning October 27, 2025 and expiring the first Monday in January 2027.  
**OATH OF OFFICE**  
"I, Michael Zimmerman, swear/affirm that I will support the Constitution of the United States and this State, and that I will discharge faithfully the duties

of the Office of School Board member of Independent School District No. 2534 to the best of my judgment and ability."

VII. Public Forum

Chair Frank

**Public Forum will be placed on the agenda for regular board meetings. During this part of each regular school board meeting time will be allowed for district constituents to address the school board. Pursuant to Policy 206 Section VI the board will make every effort to allow district constituents to speak, but may limit discussion to ensure all business is addressed for the interest of the district. This is a time of "listening" by the school board.**

VIII. Consent Items

**Only one motion is needed to approve all consent items. Any item that is requested to be removed from the consent agenda by a school board member will be discussed and acted on for independent consideration immediately following approval of the consent agenda.**

- **Approve Bills for Payment (Attachments)**
- **Approve Minutes (Attachment)**
  - September 22, 2025 Regular School Board Meeting
- **Approve Personnel Changes (Attachment)**

IX. Reports

A. **Superintendent Report**

Superintendent Tim Tydlacka

B. **PK-6 Principal Report**

Kristine Krafka

C. **7-12 Principal Report**

Missy Bodin

D. **Activities Report**

Derek Flann

E. **Community Education Report**

Jessica Aaseth

F. **Food Service Director Report**

Margaret Fleming

Attached is an informational update for the board relating to BOLD's Food Service. This includes informing and providing information on where the board may need to provide legislative feedback that is impacting students in the district.

G. **Pool Report**

Tracey Johnson

H. **Facilities Report**

Brandon Jahnz

**I. School Board Committee Reports**

Board Members

**X. New Business**

- A. Discussion on the proposal to switch insurance broker to North Risk Partners. (Attachments)

Superintendent Tim Tydlacka

We have met with North Risk Partners, and they have not only pointed out current inefficiencies and deficits in our current insurance coverage, but they are also helping us navigate our search for a MN Paid Leave carrier. This is an opportunity by the board to ask questions.

- B. Single and Final Reading of Policy 208, Development, Adoption, and Implementation of Policies. (Attachment) (Action)

Member Frank

This policy was last reviewed and approved on June 24, 2023. One small change to the policy is suggested by the Policy Committee, which is to add Policy 533 Wellness to be a required annual reading under Section V Part D.

- C. Single and Final Reading of Policy 514, Bullying Prohibition Policy with Form and 514.1 Bullying Report Form. (Attachment) (Action)

Member Clouse and Member Frank

Due to minor changes the Policy 514 committee is recommending that we have a single reading and approve. The change occurs in Article V sections D and E correlated to a change in Article VI, which was moved to Article V. Also, the addition of section H under Article VIII. No changes have been made to the Bullying Report Form, 514.1.

- D. Third and final reading of Policy 535 Service Animals in Schools and Policy 535.1 Approval Request Form For Use of a Service Animal. (Attachments) (Action)

Member Frank

This policy was last adopted and reviewed on March 23, 2020. There are some changes to the policy (red highlights) associated with the 2024 Minnesota legislature, who revised Minn. Stat. 3631.1. Due to the legislative change we will do three readings and this policy and form will be up for final approval at the October 27, 2025 Regular Board Meeting.

- E. Third and final reading of Policy 806, Crisis Management. (Attachment) (Action)

Member Clouse

This policy is required for an annual reading. We last reviewed and adopted it on November 25, 2024. However, there were policy revisions

suggested by MSBA in June of 2025. We recommend three readings to review the changes and this policy would tentatively be approved at the October 27, 2025 board meeting.

- F. Second Reading of Policy 416, Drug, Alcohol, and Cannabis Testing and 416.1, Drug, Alcohol, and Cannabis Testing Forms. (Attachments)  
Member Frank

This policy and the forms are new to BOLD, but the recommended model policy has been available from MSBA since 1995. Due to the recent implementation of recreational cannabis products, this is a policy that is necessary and long overdue and recommended by the Policy Committee to add to our BOLD Policy list. It will require three readings as this is a new introduction. It will be up for tentative approval at our November 24, 2025 Regular Board meeting.

- G. Second Reading of Policy 612.1, Development of Parent and Family Engagement Policies for Title I Programs. (Attachment)  
Member Clouse

Policy 612.1 was last reviewed on June 24, 2013. The last MSBA model revision occurred in January of 2016. Due to the substantial changes in that revision and also due to the lag of time for the last review the Policy Committee recommends three readings occur. This policy will be up for tentative adoption at our November 24, 2025 Regular Board Meeting.

- H. First Reading of Policy 425, Staff Development and Mentoring. (Attachment)  
Member Frank

This is an entirely new policy that would be put in place. It will require three readings, the first being in October and would be up for tentative adoption in December 2025. This policy has application across current contracts and through Minnesota Statute, hence why it is being introduced as a prioritized new policy.

- I. First Reading of Policy 614, School District Testing Plan and Procedure. (Attachment)  
Member Clouse

The policy was last adopted on January 24, 2022. There have been new edits with the latest revision occurring on November 14, 2024. The policy committee recommends that we have three readings of this policy and it would be up for tentative adoption on December 22, 2025.

- J. First Reading of Policy 620, Credit For Learning. (Attachment)  
Member Clouse

The policy was last adopted on January 24, 2022. There have been new edits with the latest revision occurring on June 16, 2025. The policy committee recommends that we have three readings of this policy and it would be up for tentative adoption on December 22, 2025.

- K. First Reading of Policy 760, Credit Card Use. (Attachment)  
Member Clouse  
To ensure the policy is fully compliant with current district policies and Minnesota statutes we will be conducting three readings and this policy would be up for tentative approval at the December 22, 2025 meeting. The policy was last approved on January 24, 2022.
- L. Resolution of the Governing Board Supporting the State High School Foundation, Offering Grants and Funding.
- M. Resolution of the School Board/Governing Board Supporting Seminars and Training.
- N. Move to enter closed session, under MN Statute 13.D.03, to discuss labor negotiations strategy for current EA negotiations. (Action).  
Chair Frank  
Discuss labor negotiations strategy for current EA negotiations.
- O. Reopen the meeting.

XI. **Upcoming dates:**

November 24, 2025 7:00 p.m. Regular Board Meeting in the BOLD Media Center

November 25, 2025 6:30 p.m. Public Hearing Date for Proposed 2025 Property Taxes Payable 2026

December 8, 2025 6:30 p.m. Public Hearing Continuation Date for Proposed 2025 Property Taxes Payable 2026

December 22, 2025 7:00 p.m. Regular Board Meeting in the BOLD Media Center

XII. **Adjourn**

Chair Frank



**BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534**  
**Operating Cash Balance**  
**9/30/2025**

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Citizens Alliance Bank, Lake Lillian Branch	ISD #2534 Bold Public School	Money Market - MMDA	471224	0.70%	\$256,102.65
		Checking - Regular DDA	471160	0.00%	\$1,966.40
Home Town Bank	ISD 2534	CD Marnold Ostby Estate	209216944	2.75%	\$83,436.48
		Marnold Ostby Savings	201002552	3.03%	\$9,835.69
		Lentz Music Department	2426	3.04%	\$7,959.24
		Lentz Scholarships	2440	3.04%	\$30,904.40
		Money Market	202000939	0.25%	\$782,348.98
		IntraFi Cash for premium checking	282	3.00%	\$4,264,822.71
		Value Checking (Petty Cash)	2300846	0.00%	\$96.88
		Premium Checking	2701282	3.04%	(\$326,623.29)
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,203.67
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,333.41
		Robert Remsberg Scholarship 24 Mo. CD	7793	2.23%	\$19,000.00
		Zetah Scholarship 24 Mo.CD	7775	2.23%	\$23,090.00
		Robertson Scholarship Savings Fund	6321	0.50%	\$5,201.90
		Robertson Scholarship CD	20271	1.77%	\$5,000.00
Frandsen Financial Corporation, BI	ISD #2534	Sheila Madsen Mem. Scholarship 12 Mo. CD	111690	0.50%	\$819.28
<b>Total Cash Deposits</b>					<b>\$5,184,027.48</b>

Fund Summary:

District Funds	\$ 4,979,243.41
Trust Funds	<u>- \$ 204,784.07</u>
<b>Total</b>	<b><u>\$ 5,184,027.48</u></b>

**BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534**

**Referendum Construction Cash Balance**

9/30/2025

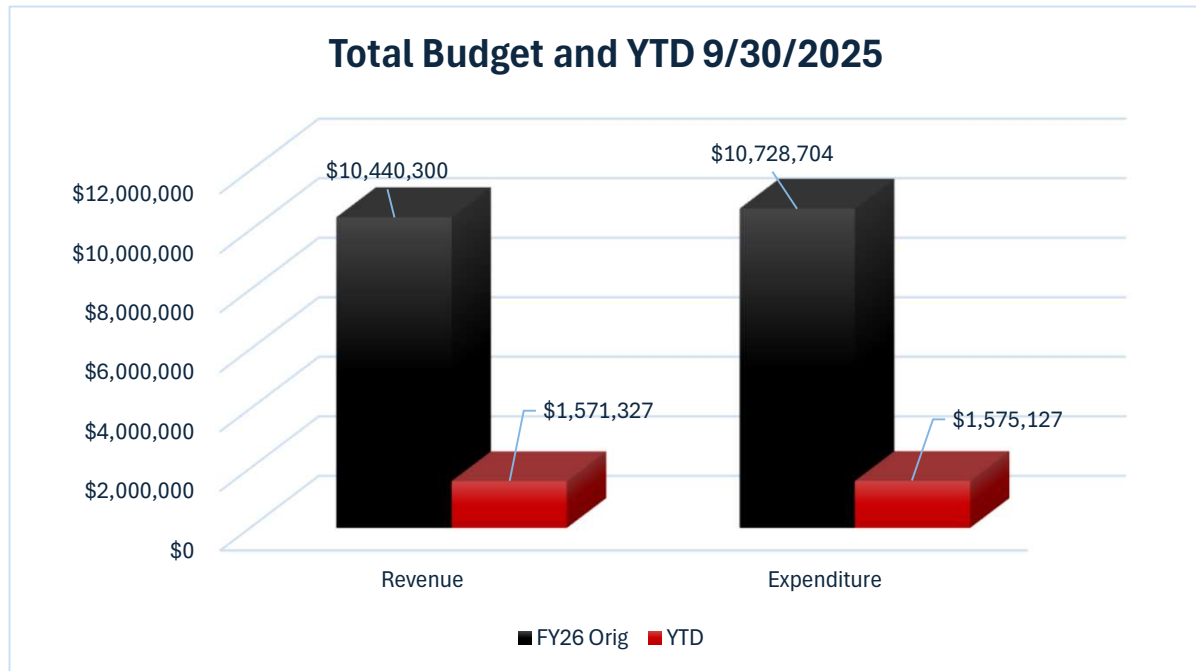
Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$241,091.18)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$490,619.51
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$20,869,565.19

Construction Balance \$21,119,093.52

**BOLD ISD #2534**  
**Monthly Operating Budget Report September 30, 2025**

	<u>Revenue</u>		<u>Expense</u>	
<b>FY26 Original</b>	\$10,440,300		\$10,728,704	
<b>Month Ending:</b>		<u>% of Total FY25 ORIG</u>		<u>% of Total FY25 ORIG</u>
7/31/2025*	\$60,743	0.6%	\$417,951	3.9%
8/31/2025*	\$998,997	9.6%	\$305,042	2.8%
9/30/2025	\$511,587	4.9%	\$852,134	7.9%
10/31/2025		0.0%		0.0%
11/30/2025		0.0%		0.0%
12/31/2025		0.0%		0.0%
1/31/2026		0.0%		0.0%
2/28/2026		0.0%		0.0%
3/31/2026		0.0%		0.0%
4/30/2026		0.0%		0.0%
5/31/2026		0.0%		0.0%
6/30/2026		0.0%		0.0%
<b>Total YTD</b>	<u>\$1,571,327</u>	<u>15.1%</u>	<u>\$1,575,127</u>	<u>14.68%</u>

\* subject to change pending year end adjustments



Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 9/19/2025-10/23/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	09/30/2025	\$307.52	97385	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	09/30/2025	\$787.54	97391	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	09/30/2025	\$818.34	97387	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	09/30/2025	\$450.05	97387	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	09/30/2025	\$2,630.12	97384	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	09/30/2025	\$835.05	97404	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	09/30/2025	\$116.68	97388	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	09/30/2025	\$41.67	97386	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	09/30/2025	\$304.17	97386	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	09/30/2025	\$31,015.56	97389	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	09/30/2025	\$11,883.05	97390	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	09/30/2025	\$8,681.01	97401	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	09/30/2025	\$6,901.07	97403	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	09/30/2025	\$26,828.34	97405	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	10/15/2025	\$332.50	97483	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	10/15/2025	\$787.54	97491	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	10/15/2025	\$818.34	97487	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	10/15/2025	\$450.05	97487	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	10/15/2025	\$2,456.72	97482	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	10/15/2025	\$908.39	97504	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	10/15/2025	\$116.68	97488	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	10/15/2025	\$41.67	97485	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	10/15/2025	\$304.17	97485	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	1	6020	Edward Jones	10/15/2025	\$240.00	97486	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	10/15/2025	\$12,330.01	97490	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	10/15/2025	\$32,109.54	97489	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	10/15/2025	\$9,020.19	97501	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	10/15/2025	\$7,147.26	97503	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	10/15/2025	\$27,519.15	97505	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	1022	MN DEPT. OF REVENUE	10/17/2025	\$396.00	97526	B 01 212 000	Sales Tax
HOME		NX	1	1022	MN DEPT. OF REVENUE	10/17/2025	\$0.11	97526	B 01 212 000	Rounding
HOME		NX	1	1022	MN DEPT. OF REVENUE	10/17/2025	(\$0.11)	97526	E 01 005 110 000 000 305	Rounding
HOME		NX	1	6257	Am Trust Finacial Services inc.	10/17/2025	\$24,972.00	97516	E 01 005 930 000 000 270	Workers' Comp SWC1590863
HOME		NX	1	00064	BREMER BANK, NA10	09/30/2025	\$120.70	97533	E 01 005 110 000 000 305	ACH Billing

**Bird Island - Olivia - Lake Lillian District #2534**

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 9/19/2025-10/23/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	2812	HOMETOWN BANK	09/30/2025	\$44.95	97530	E 01 005 110 000 000 305	Merch Bank Billing
HOME		NX	1	4671	DELTA DENTAL MINNESOTA	09/30/2025	\$1,783.16	97532	B 01 215 032	Dental Ins
HOME		NX	1	5933	CENTURYLINK	09/30/2025	\$1,029.46	97534	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	3683	Amazon	09/30/2025	\$863.61	97560	E 01 015 216 000 863 401	Migrant Program Supplies
HOME		NX	1	3683	Amazon	09/30/2025	\$103.59	97562	E 01 005 110 000 000 401	Office Supplies
HOME		NX	1	3683	Amazon	09/30/2025	\$84.80	97563	E 01 005 110 000 000 401	Office Supplies
HOME		NX	1	3683	Amazon	09/30/2025	\$67.56	97564	E 01 020 301 000 830 433	rivets, washers
HOME		NX	1	3683	Amazon	09/30/2025	\$144.23	97565	E 01 015 216 000 863 401	Migrant Program Supplies
HOME		NX	1	3683	Amazon	09/30/2025	\$404.80	97566	E 01 005 110 000 000 401	Office Supplies
HOME		NX	1	3683	Amazon	09/30/2025	\$83.00	97538	E 01 005 420 000 740 401	SMEAD Partition Expanding File Folders
HOME		NX	1	3683	Amazon	09/30/2025	\$201.70	97553	E 02 005 770 860 701 366	Western MN 5 Staff Appreciation
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$63.50	97617	E 01 020 292 969 000 820	Jessica Aaseth
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$74.75	97617	E 01 020 292 969 000 820	Alex Smothers
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$79.75	97617	E 01 020 292 969 000 820	Jennifer Jahnke
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$120.75	97617	E 01 020 292 969 000 820	Brian Kingery
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$79.75	97617	E 01 020 292 969 000 820	Dustin Caspers
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$90.75	97617	E 01 020 292 969 000 820	Derek Flann
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$58.50	97617	E 01 020 292 969 000 820	David Altmann
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$100.75	97617	E 01 020 292 969 000 820	Raquel Anderson
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$528.03	97618	E 01 005 640 000 316 366	M Flemming - Hotel for FS Conf
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$221.93	97619	E 01 005 640 000 316 366	P Christy - FACS Staff Dev
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$289.00	97620	E 01 005 640 000 316 366	MASA - Tim
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$359.00	97621	E 01 005 640 000 316 366	MASA - Tim
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$310.00	97622	E 01 005 640 000 316 366	SWWC Staff Dev - M Bodin, T Kroes
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$149.53	97623	E 01 015 216 000 863 366	L Odland Hotel - Migrant Conf
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$151.43	97615	E 01 020 640 000 316 366	new employee lunch
HOME		NX	2	3614	HARRIS MASTERCARD	09/30/2025	\$15.72	97616	E 21 020 298 964 301 401	Postage for yearbooks to be scanned

**Check Total: \$219,175.08**

**Bank HOME Total: \$219,175.08**

**Report Total: \$219,175.08**

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 9/19/2025-10/23/2025

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53145	CH	1	6250	Craig Heimerl	09/23/2025	\$140.00	97331	E 01 020 296 978 000 305	9/23 Volleyball Official
							<b>Check Total:</b>	<b>\$140.00</b>		
HOME	53146	CH	1	6253	Kristina Nelson	09/23/2025	\$140.00	97332	E 01 020 296 978 000 305	9/23 Volleyball Official
							<b>Check Total:</b>	<b>\$140.00</b>		
HOME	53147	CH	1	4397	PAUL RETTMANN	09/23/2025	\$140.00	97334	E 01 020 296 978 000 305	9/25 Volleyball Official
							<b>Check Total:</b>	<b>\$140.00</b>		
HOME	53148	CH	1	1194	RICH POHLMEIER	09/23/2025	\$140.00	97333	E 01 020 296 978 000 305	9/25 Volleyball Official
							<b>Check Total:</b>	<b>\$140.00</b>		
HOME	53149	CH	1	6191	Denny Spielmann	09/24/2025	\$1,500.00	97335	E 01 020 810 000 000 350	License Fee
							<b>Check Total:</b>	<b>\$1,500.00</b>		
HOME	53150	CH	1	4169	MREA	09/24/2025	\$1,742.00	97336	E 01 005 020 000 000 820	25-26 ISD Membership
							<b>Check Total:</b>	<b>\$1,742.00</b>		
HOME	53151	CH	1	4948	NICOLLET HIGH SCHOOL	09/24/2025	\$150.00	97337	E 01 020 296 978 000 369	Entry Fee, VB tourney, 9/27
							<b>Check Total:</b>	<b>\$150.00</b>		
HOME	53152	CH	1	00117	REDWOOD AREA SCHOOLS - ISD #2897	09/24/2025	\$100.00	97338	E 01 020 292 970 000 369	9/25 Cross Country
							<b>Check Total:</b>	<b>\$100.00</b>		
HOME	53153	CH	1	4502	Apple Store	09/24/2025	\$7,095.00	97340	E 01 005 630 257 000 465	MN873LL/AApple TV 4K Wi-Fi with 64GB
							<b>Check Total:</b>	<b>\$7,095.00</b>		
HOME	53154	CH	1	4175	BILL MILLS	09/24/2025	\$120.00	97372	E 01 020 294 973 000 305	9/26 Football Official
							<b>Check Total:</b>	<b>\$120.00</b>		
HOME	53155	CH	1	3615	BSN SPORTS, LLC	09/24/2025	\$584.95	97362	E 01 020 296 978 000 401	Volleyballs and Cart
HOME	53155	CH	1	3615	BSN SPORTS, LLC	09/24/2025	\$1,214.90	97364	E 01 020 292 964 000 401	Athletic tape, Eco-Flex cohesive
HOME	53155	CH	1	3615	BSN SPORTS, LLC	09/24/2025	\$75.00	97363	E 01 020 292 000 302 530	Boys Basketball Uniform
							<b>Check Total:</b>	<b>\$1,874.85</b>		
HOME	53156	CH	1	00061	CHAPPELL CENTRAL	09/24/2025	\$463.30	97360	E 01 020 810 000 000 350	125687 Tested RTU ,replaced the fuse
HOME	53156	CH	1	00061	CHAPPELL CENTRAL	09/24/2025	\$108.00	97361	E 02 005 770 000 701 350	125695 worked on kitchen vent
							<b>Check Total:</b>	<b>\$571.30</b>		
HOME	53157	CH	1	5886	Chip Rankin	09/24/2025	\$120.00	97375	E 01 020 294 973 000 305	9/26 Football Official
							<b>Check Total:</b>	<b>\$120.00</b>		
HOME	53158	CH	1	6254	FedEx	09/24/2025	\$10.85	97377	E 01 005 110 000 000 329	Shipping for book return
							<b>Check Total:</b>	<b>\$10.85</b>		

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Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53159	CH	1	6244	Greatmats	09/24/2025	\$6,298.84	97359	E 06 005 870 000 000 530	Dance Mats for the Dance Team	
<b>Check Total:</b>							<b>\$6,298.84</b>				
HOME	53160	CH	1	00653	H & L PRINTING	09/24/2025	\$464.00	97370	E 01 005 110 000 000 401	envelopes with and w/o windows	
<b>Check Total:</b>							<b>\$464.00</b>				
HOME	53161	CH	1	3072	I.S.D. #0206 ALEXANDRIA AREA HIGH S	09/24/2025	\$310.00	97371	E 01 020 296 978 000 369	10/1 Volleyball Entry Fee	
<b>Check Total:</b>							<b>\$310.00</b>				
HOME	53162	CH	1	5470	Indianhead Foodservice Distributor, Inc.	09/24/2025	\$125.87	97365	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	53162	CH	1	5470	Indianhead Foodservice Distributor, Inc.	09/24/2025	\$2,357.06	97366	E 02 005 770 000 701 490	SY - Lunch	
HOME	53162	CH	1	5470	Indianhead Foodservice Distributor, Inc.	09/24/2025	\$738.47	97367	E 02 005 770 000 705 490	SY - Breakfast	
<b>Check Total:</b>							<b>\$3,221.40</b>				
HOME	53163	CH	1	00453	J. W. PEPPER & SON, INC	09/24/2025	\$70.00	97341	E 01 020 258 233 000 430	2226959LAND OF A THOUSAND DANCES	
HOME	53163	CH	1	00453	J. W. PEPPER & SON, INC	09/24/2025	\$70.00	97341	E 01 020 258 233 000 430	2464154MAXIMUM STRENGTH WARMUPS	
<b>Check Total:</b>							<b>\$140.00</b>				
HOME	53164	CH	1	00334	KONE CHICAGO	09/24/2025	\$882.24	97368	E 01 005 860 000 347 305	BI and Olivia maintenance	
<b>Check Total:</b>							<b>\$882.24</b>				
HOME	53165	CH	1	6125	Leonard Gabbert	09/24/2025	\$120.00	97376	E 01 020 294 973 000 305	9/26 Football Official	
<b>Check Total:</b>							<b>\$120.00</b>				
HOME	53166	CH	1	5884	Linda Mills	09/24/2025	\$120.00	97373	E 01 020 294 973 000 305	9/26 Football Official	
<b>Check Total:</b>							<b>\$120.00</b>				
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$21.99	97346	E 01 020 810 000 000 401	903452 squeegee	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$6.49	97355	E 01 020 810 000 000 350	903723 couplings	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$7.99	97356	E 01 020 810 000 000 350	903722 ant bait	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$54.48	97343	E 05 005 120 000 000 350	Paint and Batteries	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$49.98	97348	E 01 020 810 000 000 401	903580 ratchet, drill bit	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$71.89	97349	E 01 020 810 000 000 401	903589 key blanks, paddle lock	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$44.97	97350	E 01 020 810 000 000 350	903645 light bulbs (tunnel work)	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$29.99	97347	E 01 020 810 000 000 401	903483 cement drill bits	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$184.98	97351	E 01 020 810 000 000 350	903649 saw and blades	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$539.98	97352	E 01 020 810 000 000 350	903661 iron sump pump 3/4 hp	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$42.99	97345	E 01 020 810 000 000 401	903415 screws	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$28.99	97354	E 01 005 010 000 000 401	90374 Torx bit set	
HOME	53167	CH	1	5214	MAC'S HARDWARE	09/24/2025	\$68.76	97353	E 01 020 810 000 000 401	903697 adhesive vinyl numbers, organize	
<b>Check Total:</b>							<b>\$1,153.48</b>				

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53168	CH	1	00219	MARCO TECHNOLOGIES LLC	09/24/2025	\$2,243.00	97369	E 01 005 110 000 000 560	contract payment	
<b>Check Total:</b>							<b>\$2,243.00</b>				
HOME	53169	CH	1	6252	NTS Tire Supply, LLC	09/24/2025	\$934.00	97339	E 01 020 810 000 000 350	Tires for Skid Steer	
<b>Check Total:</b>							<b>\$934.00</b>				
HOME	53170	CH	1	6242	Pikmykid	09/24/2025	\$0.00	97342	E 01 005 715 000 342 405	Standard Onboarding & Implementantion (10	
HOME	53170	CH	1	6242	Pikmykid	09/24/2025	\$3,375.00	97342	E 01 005 715 000 342 405	Dismissal Automation	
<b>Check Total:</b>							<b>\$3,375.00</b>				
HOME	53171	CH	1	1820	RENAISSANCE LEARNING, INC	09/24/2025	\$2,197.96	97357	E 04 001 590 000 351 460	Star Reading Subscription, Annual Renais	
<b>Check Total:</b>							<b>\$2,197.96</b>				
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$10,000.00	97379	E 01 005 110 000 000 305	Business Management - Payroll/Finance	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$340.00	97379	E 01 005 110 000 000 305	Final Leave Recalc	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$10,090.75	97378	E 01 005 210 000 514 304	Technology Support	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$586.75	97378	E 01 005 630 257 302 305	Cybersecurity Service	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$6,493.00	97380	E 01 005 850 000 389 335	Lease Allocation	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$10,072.25	97381	E 01 005 404 000 740 396	Occupational Therapy-Neubauer, Lara	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$6,529.25	97381	E 01 005 404 000 740 396	Physical Therapy-Flann, Erin	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$2,992.75	97381	E 01 005 420 000 740 396	School Psychologist J. Nelson	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$478.35	97381	E 01 005 408 000 740 396	Behavior Analyst - Salary - S. Kreuter	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$162.64	97381	E 01 005 408 000 740 397	Behavior Analyst - Benefits - S. Kreuter	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$671.51	97381	E 01 005 408 000 740 366	Behavior Analyst - Other - S. Kreuter	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$20,168.25	97381	E 01 005 401 000 740 396	Speech/Lang Pathologist - Salary - L Buckl	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$1,274.00	97381	E 01 005 405 000 740 396	Deaf/HOH - Salary - R Schultz	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$389.75	97381	E 01 005 406 000 740 396	Visually Impaired-Olson, K.	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$4,570.79	97381	E 01 005 408 000 740 396	Mental Health Service - A. Meyer	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$1,554.07	97381	E 01 005 408 000 740 397	Mental Health Service - A. Meyer	
HOME	53172	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$2,625.15	97381	E 01 005 408 000 740 366	Mental Health Service - A. Meyer	
<b>Check Total:</b>							<b>\$78,999.26</b>				
HOME	53173	CH	1	00113	SW/WC SERVICE COOP	09/24/2025	\$1,376.00	97358	E 04 001 590 000 350 305	School Nurse Services D. Brandt- Gener	
<b>Check Total:</b>							<b>\$1,376.00</b>				
HOME	53174	CH	1	5586	TROY NELSON	09/24/2025	\$120.00	97374	E 01 020 294 973 000 305	9/26 Football Official	
<b>Check Total:</b>							<b>\$120.00</b>				
HOME	53175	CH	1	6023	United States Postal Service	09/24/2025	\$370.00	97344	E 01 005 010 000 000 401	Fee Renewal : USPS Marketing Mail	
<b>Check Total:</b>							<b>\$370.00</b>				

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53176	CH	1	00063	AFLAC	09/30/2025	\$1,216.05	97382	B 01 215 031	AFLAC, Mn Mut, NCPERS, HoraceMannLif	
<b>Check Total:</b>							<b>\$1,216.05</b>				
HOME	53177	CH	1	4924	F&M BANK MINNESOTA	09/30/2025	\$30.00	97400	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$30.00</b>				
HOME	53178	CH	1	5552	Greater Community Credit Union	09/30/2025	\$100.00	97393	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$100.00</b>				
HOME	53179	CH	1	2812	HOMETOWN BANK	09/30/2025	\$1,121.17	97392	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$1,121.17</b>				
HOME	53180	CH	1	4158	KENSINGTON BANK	09/30/2025	\$75.00	97397	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$75.00</b>				
HOME	53181	CH	1	5963	Magnifi Financial	09/30/2025	\$75.00	97396	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$75.00</b>				
HOME	53182	CH	1	5581	Mid Country Bank	09/30/2025	\$210.00	97395	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$210.00</b>				
HOME	53183	CH	1	02290	MN COUNCIL 65 AFSCME	09/30/2025	\$553.39	97383	B 01 215 044	Union Dues	
<b>Check Total:</b>							<b>\$553.39</b>				
HOME	53184	CH	1	5894	Rodenburg Law Firm	09/30/2025	\$188.48	97402	B 01 215 079	Garnish 1	
<b>Check Total:</b>							<b>\$188.48</b>				
HOME	53185	CH	1	6247	UMB HSA	09/30/2025	\$518.75	97399	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$518.75</b>				
HOME	53186	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	09/30/2025	\$15.00	97406	B 01 215 000	Payroll Deductions	
<b>Check Total:</b>							<b>\$15.00</b>				
HOME	53187	CH	1	6246	US Bank	09/30/2025	\$214.97	97398	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$214.97</b>				
HOME	53188	CH	1	5559	WELLS FARGO-Willmar	09/30/2025	\$62.50	97394	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$62.50</b>				
HOME	53189	CH	1	2284	CDWG	09/30/2025	\$4,371.00	97412	E 01 005 630 257 000 465	Samsung BE75D-H - 4K - Business Pro TV	
HOME	53189	CH	1	2284	CDWG	09/30/2025	\$1,422.90	97413	E 01 005 630 257 000 465	Samsung BE55D-H - 4K - Business Pro TV	
<b>Check Total:</b>							<b>\$5,793.90</b>				
HOME	53190	CH	1	01153	CENTRAL MN CHRISTIAN SCHOOLS	09/30/2025	\$90.00	97422	E 01 020 292 970 000 369	10/6 Cross Country	
<b>Check Total:</b>							<b>\$90.00</b>				
HOME	53191	CH	1	5874	ECKROTH MUSIC CO.	09/30/2025	\$41.00	97409	E 01 015 258 233 000 350	Yamaha Valve Oil Regular Superior - YAC	

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53191	CH	1	5874	ECKROTH MUSIC CO.	09/30/2025	\$11.20	97409	E 01 015 258 233 000 350	Accent Valve Casing Brush Small - VCBS
HOME	53191	CH	1	5874	ECKROTH MUSIC CO.	09/30/2025	\$86.80	97409	E 01 015 258 233 000 350	Accent Saxophone Silk Swab - ACCSAXS
HOME	53191	CH	1	5874	ECKROTH MUSIC CO.	09/30/2025	\$66.80	97409	E 01 015 258 233 000 350	Accent Clarinet Silk Swab - ACCCLSS
HOME	53191	CH	1	5874	ECKROTH MUSIC CO.	09/30/2025	\$10.25	97409	E 01 015 258 233 000 350	Yamaha Rotor Oil Synthetic - YACROX
<b>Check Total:</b>								<b>\$216.05</b>		
HOME	53192	CH	1	01045	I.S.D. #0347 WILLMAR	09/30/2025	\$200.00	97423	E 01 020 296 978 000 369	9/20 Volleyball Tournament Fee
<b>Check Total:</b>								<b>\$200.00</b>		
HOME	53193	CH	1	5470	Indianhead Foodservice Distributor, Inc.	09/30/2025	\$730.96	97414	E 02 005 770 000 705 490	SY - Breakfast
HOME	53193	CH	1	5470	Indianhead Foodservice Distributor, Inc.	09/30/2025	\$4,199.79	97414	E 02 005 770 000 701 490	SY - Lunch
HOME	53193	CH	1	5470	Indianhead Foodservice Distributor, Inc.	09/30/2025	\$154.30	97415	E 02 005 770 000 701 401	SY - SUPPLIES
<b>Check Total:</b>								<b>\$5,085.05</b>		
HOME	53194	CH	1	00453	J. W. PEPPER & SON, INC	09/30/2025	\$91.00	97410	E 01 020 258 233 000 430	10515836E Bright Lights! Eprint
<b>Check Total:</b>								<b>\$91.00</b>		
HOME	53195	CH	1	1883	MARCO TECHNOLOGIES, LLC	09/30/2025	\$57.50	97424	E 01 005 110 000 000 305	shred service
<b>Check Total:</b>								<b>\$57.50</b>		
HOME	53196	CH	1	00866	Montevideo Senior High School	09/30/2025	\$100.00	97421	E 01 020 292 970 000 369	9/30 Cross Country
<b>Check Total:</b>								<b>\$100.00</b>		
HOME	53197	CH	1	4185	NISSEN'S DAIRY DELIVERY	09/30/2025	\$928.00	97419	E 02 005 770 000 701 495	Olivia-Lunch-Milk
HOME	53197	CH	1	4185	NISSEN'S DAIRY DELIVERY	09/30/2025	\$884.40	97420	E 02 005 770 000 701 495	Olivia-Lunch-Milk
<b>Check Total:</b>								<b>\$1,812.40</b>		
HOME	53198	CH	1	00765	PAN-0-GOLD BAKING CO	09/30/2025	\$228.00	97416	E 02 005 770 000 701 490	Bread
HOME	53198	CH	1	00765	PAN-0-GOLD BAKING CO	09/30/2025	\$102.60	97417	E 02 005 770 000 701 490	Bread
HOME	53198	CH	1	00765	PAN-0-GOLD BAKING CO	09/30/2025	\$99.28	97418	E 02 005 770 000 701 490	Bread
<b>Check Total:</b>								<b>\$429.88</b>		
HOME	53199	CH	1	1887	PITNEY BOWES PURCHASE POWER	09/30/2025	\$596.30	97426	E 01 005 110 000 000 329	Postage, Activity charge
<b>Check Total:</b>								<b>\$596.30</b>		
HOME	53200	CH	1	4993	REGENTS OF THE UNIVERSITY OF MINNI	09/30/2025	\$325.00	97411	E 01 020 640 000 316 366	Check & Connect Training
<b>Check Total:</b>								<b>\$325.00</b>		
HOME	53201	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2025	\$128,732.60	97408	E 01 005 760 000 720 360	Sept Routes
HOME	53201	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2025	\$5,901.75	97408	E 01 005 760 000 720 360	Aug/Sept Extra Curricular
HOME	53201	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2025	\$0.00	97408	E 01 005 760 000 720 441	August Fuel - Gas
HOME	53201	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2025	\$92.55	97408	E 01 005 760 000 720 441	August Fuel - Diesel
HOME	53201	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2025	\$6,127.61	97407	E 01 005 760 000 720 360	July Routes

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HOME	53201	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2025	\$2,144.94	97407	E 01 005 760 000 720 360	August Routes	
<b>Check Total:</b>							<b>\$142,999.45</b>				
HOME	53202	CH	1	3193	ULINE	09/30/2025	\$170.00	97425	E 01 020 810 000 000 401	2 Drum Spill Workstation	
HOME	53202	CH	1	3193	ULINE	09/30/2025	\$76.99	97425	E 01 020 810 000 000 401	shipping	
<b>Check Total:</b>							<b>\$246.99</b>				
HOME	53203	CH	1	5018	BRUCE KAARDAL	10/02/2025	\$80.00	97429	E 01 020 292 970 000 305	10/2 Cross Country	
<b>Check Total:</b>							<b>\$80.00</b>				
HOME	53204	CH	1	2668	CENTRAL COMMUNITY TRANSIT	10/02/2025	\$340.00	97432	E 01 005 760 000 720 360	VPK Punch Cards for Transportation	
HOME	53204	CH	1	2668	CENTRAL COMMUNITY TRANSIT	10/02/2025	\$1,440.00	97432	E 01 005 760 000 720 360	VPK Punch Cards for Transportation	
<b>Check Total:</b>							<b>\$1,780.00</b>				
HOME	53205	CH	1	4176	LEE THUNSTROM	10/02/2025	\$140.00	97427	E 01 020 296 978 000 305	10/2 Volleyball	
<b>Check Total:</b>							<b>\$140.00</b>				
HOME	53206	CH	1	4397	PAUL RETTMANN	10/02/2025	\$140.00	97428	E 01 020 296 978 000 305	10/2 Volleyball	
<b>Check Total:</b>							<b>\$140.00</b>				
HOME	53207	CH	1	2487	RRSWA	10/02/2025	\$78.75	97430	E 01 020 810 000 000 401	Bulbs/Material	
<b>Check Total:</b>							<b>\$78.75</b>				
HOME	53208	CH	1	6183	Springfield Public Schools	10/02/2025	\$100.00	97431	E 01 020 296 978 000 369	10/4 Volleyball Entry Fee	
<b>Check Total:</b>							<b>\$100.00</b>				
HOME	53209	CH	1	6216	ArbiterSports LLC	10/13/2025	\$312.50	97464	E 01 020 292 969 000 820	Activities Registration	
HOME	53209	CH	1	6216	ArbiterSports LLC	10/13/2025	\$312.50	97451	E 01 020 292 969 000 820	Activity Scheduler 07/01-11/30	
HOME	53209	CH	1	6216	ArbiterSports LLC	10/13/2025	\$2,415.00	97451	E 01 020 292 969 000 820	Facilities Scheduler	
HOME	53209	CH	1	6216	ArbiterSports LLC	10/13/2025	\$750.00	97451	E 01 020 292 969 000 820	Registration Subscription	
<b>Check Total:</b>							<b>\$3,790.00</b>				
HOME	53210	CH	1	6074	Baker Tilly Muncipal Advisors, LLC	10/13/2025	\$5,775.00	97455	E 06 005 870 000 000 305	BOLD Monitoring Bond- Project Monitoring	
<b>Check Total:</b>							<b>\$5,775.00</b>				
HOME	53211	CH	1	3615	BSN SPORTS, LLC	10/13/2025	\$2,260.00	97466	E 01 020 292 000 302 530	Volleyball Uniforms-reimbursed--9304024	
HOME	53211	CH	1	3615	BSN SPORTS, LLC	10/13/2025	\$1,595.00	97467	E 04 005 505 000 321 401	Football Jerseys-youth-930185453	
HOME	53211	CH	1	3615	BSN SPORTS, LLC	10/13/2025	\$254.94	97468	E 04 005 505 000 321 401	Youth footballs-930683384	
HOME	53211	CH	1	3615	BSN SPORTS, LLC	10/13/2025	\$1,249.90	97465	E 01 020 294 973 000 401	Wilson footballs- #930503593	
<b>Check Total:</b>							<b>\$5,359.84</b>				
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$6.55	97436	E 02 005 770 000 701 330	utilities	
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$124.51	97436	E 01 020 810 000 000 330	utilities	

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HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$474.17	97437	E 02 005 770 000 701 330	utilities
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$9,009.28	97437	E 01 020 810 000 000 330	utilities
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$75.20	97433	E 02 005 770 000 701 330	utilities
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$1,428.78	97433	E 01 020 810 000 000 330	utilities
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$46.41	97435	E 02 005 770 000 701 330	utilities
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$881.73	97435	E 01 020 810 000 000 330	utilities
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$134.80	97434	E 02 005 770 000 701 330	utilities
HOME	53212	CH	1	00435	CITY OF OLIVIA	10/13/2025	\$2,561.18	97434	E 01 020 810 000 000 330	utilities
<b>Check Total:</b>										<b>\$14,742.61</b>
HOME	53213	CH	1	3755	CONWAY, DEUTH & SCHMIESING	10/13/2025	\$15,000.00	97456	E 01 005 110 000 000 305	9/23/2025 Audit Fee - Progress billing
<b>Check Total:</b>										<b>\$15,000.00</b>
HOME	53214	CH	1	6259	Dakota Krumrey	10/13/2025	\$140.00	97480	E 01 020 296 978 000 305	10/13 Volleyball Official
<b>Check Total:</b>										<b>\$140.00</b>
HOME	53215	CH	1	4477	EDUCATORS BENEFIT CONSULTANTS, L	10/13/2025	\$68.20	97449	E 01 005 160 000 000 305	ACS TPA Monthly Fee
<b>Check Total:</b>										<b>\$68.20</b>
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$1,001.02	97469	E 01 005 865 000 384 305	Lawn Care Services - May 2025 Late Bill
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$864.90	97476	E 01 005 865 000 384 305	Lawn Care Services - July 2025 - Late Bill
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$320.00	97472	E 01 005 865 000 384 305	Lawn Care Services - June 2025 - Late Bil
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$3,300.00	97473	E 01 005 865 000 384 305	Lawn Care Services - June 2025 - Late Bil
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$2,800.00	97475	E 01 005 865 000 384 305	Lawn Care Services - June 2025 - Late Bil
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$5,727.45	97478	E 01 005 865 000 384 305	Lawn Care Services - July 2025 - Late Bill
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$560.00	97471	E 01 005 865 000 384 305	Lawn Care Services - May 2025 - Late Bill
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$879.45	97474	E 01 005 865 000 384 305	Lawn Care Services - June 2025 - Late Bil
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$989.45	97477	E 01 005 865 000 384 305	Lawn Care Services - July 2025 - Late Bill
HOME	53216	CH	1	3939	Farmer's Co-Op Oil Company	10/13/2025	\$1,500.00	97470	E 01 005 865 000 384 305	Lawn Care Services - May 2025 - Late Bill
<b>Check Total:</b>										<b>\$17,942.27</b>
HOME	53217	CH	1	5806	Grizzly Supply, INC	10/13/2025	\$137.28	97440	E 01 020 810 000 000 401	Plywood under freezers
HOME	53217	CH	1	5806	Grizzly Supply, INC	10/13/2025	\$3.11	97440	E 01 020 810 000 000 401	Plywood under freezers
HOME	53217	CH	1	5806	Grizzly Supply, INC	10/13/2025	\$69.92	97439	E 01 020 810 000 000 401	Plywood under freezers
<b>Check Total:</b>										<b>\$210.31</b>
HOME	53218	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/13/2025	\$13.78	97450	E 05 005 120 000 000 350	Testing Chemcials
HOME	53218	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/13/2025	\$12.35	97450	E 05 005 120 000 000 350	Testing Chemicals
HOME	53218	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/13/2025	\$119.76	97450	E 05 005 120 000 000 350	Floats

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Payment Reg by Check-No Voids

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Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53218	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/13/2025	\$25.14	97450	E 05 005 120 000 000 350	Shipping	
<b>Check Total:</b>								<b>\$171.03</b>			
HOME	53219	CH	1	5952	Hospitality Minnesota Education Foundati	10/13/2025	\$50.00	97448	E 01 020 331 000 628 366	ProStart Training - Christy - Perkins	
<b>Check Total:</b>								<b>\$50.00</b>			
HOME	53220	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/13/2025	\$82.55	97442	E 02 005 770 000 701 490	SY - Lunch	
HOME	53220	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/13/2025	\$2,629.01	97443	E 02 005 770 000 701 490	SY - Lunch	
HOME	53220	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/13/2025	\$696.52	97444	E 02 005 770 000 705 490	SY - Breakfast	
HOME	53220	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/13/2025	\$125.02	97445	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	53220	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/13/2025	(\$12.05)	97446	E 02 005 770 000 701 490	Credit - Short on Truck	
HOME	53220	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/13/2025	(\$3.42)	97447	E 02 005 770 000 701 401	CREDIT - SHORT ON TRUCK	
<b>Check Total:</b>								<b>\$3,517.63</b>			
HOME	53221	CH	1	5214	MAC'S HARDWARE	10/13/2025	\$5.56	97452	E 06 005 870 000 000 401	903748 tflon tape	
HOME	53221	CH	1	5214	MAC'S HARDWARE	10/13/2025	\$26.75	97453	E 06 005 870 000 000 401	903747 swival adapters	
HOME	53221	CH	1	5214	MAC'S HARDWARE	10/13/2025	\$40.97	97454	E 01 020 810 000 000 350	903762 shop towels, kitchen drain, drain c	
<b>Check Total:</b>								<b>\$73.28</b>			
HOME	53222	CH	1	4185	NISSEN'S DAIRY DELIVERY	10/13/2025	\$1,127.70	97441	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
<b>Check Total:</b>								<b>\$1,127.70</b>			
HOME	53223	CH	1	00765	PAN-0-GOLD BAKING CO	10/13/2025	\$58.56	97438	E 02 005 770 000 701 490	Bread	
<b>Check Total:</b>								<b>\$58.56</b>			
HOME	53224	CH	1	4994	Regents of the University of Minnesota	10/13/2025	\$3,940.00	97459	E 01 015 203 000 000 460	Curriculum Student Material Kits, Morphol	
HOME	53224	CH	1	4994	Regents of the University of Minnesota	10/13/2025	\$296.00	97459	E 01 015 203 000 000 460	shipping	
<b>Check Total:</b>								<b>\$4,236.00</b>			
HOME	53225	CH	1	1194	RICH POHLMEIER	10/13/2025	\$140.00	97479	E 01 020 296 978 000 305	10/13 Volleyball Official	
<b>Check Total:</b>								<b>\$140.00</b>			
HOME	53226	CH	1	02219	SHEEHAN'S GAS CO	10/13/2025	\$9.00	97458	E 01 015 810 000 000 440	monthly meter	
<b>Check Total:</b>								<b>\$9.00</b>			
HOME	53227	CH	1	3282	THE MCDOWELL AGENCY, INC	10/13/2025	\$225.50	97460	E 01 005 110 000 000 305	053125 Background checks	
HOME	53227	CH	1	3282	THE MCDOWELL AGENCY, INC	10/13/2025	\$45.10	97462	E 01 005 110 000 000 305	073125 Background checks	
HOME	53227	CH	1	3282	THE MCDOWELL AGENCY, INC	10/13/2025	\$135.30	97463	E 01 005 110 000 000 305	093025 Background checks	
HOME	53227	CH	1	3282	THE MCDOWELL AGENCY, INC	10/13/2025	\$100.20	97461	E 01 005 110 000 000 305	063025 Background checks	
<b>Check Total:</b>								<b>\$506.10</b>			
HOME	53228	CH	1	6255	TILL 360, LLC	10/13/2025	\$7,000.00	97457	E 01 020 640 000 316 366	Joe Beckman District Staff Speaking Event	

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**Payment Reg by Check-No Voids**

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53228	CH	1	6255	TILL 360, LLC	10/13/2025	\$6,000.00	97457	E 01 020 211 000 342 369	Joe Beckman Student Speaking Event	
<b>Check Total:</b>							<b>\$13,000.00</b>				
HOME	53229	CH	1	01474	BOLD EDUCATION ASSOCIATION	10/15/2025	\$2,473.80	97484	B 01 215 040	B.O.L.D. Ed Asso Dues	
<b>Check Total:</b>							<b>\$2,473.80</b>				
HOME	53230	CH	1	4924	F&M BANK MINNESOTA	10/15/2025	\$30.00	97500	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$30.00</b>				
HOME	53231	CH	1	5552	Greater Community Credit Union	10/15/2025	\$100.00	97493	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$100.00</b>				
HOME	53232	CH	1	2812	HOMETOWN BANK	10/15/2025	\$1,121.17	97492	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$1,121.17</b>				
HOME	53233	CH	1	4158	KENSINGTON BANK	10/15/2025	\$75.00	97497	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$75.00</b>				
HOME	53234	CH	1	5963	Magnifi Financial	10/15/2025	\$75.00	97496	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$75.00</b>				
HOME	53235	CH	1	5581	Mid Country Bank	10/15/2025	\$210.00	97495	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$210.00</b>				
HOME	53236	CH	1	02290	MN COUNCIL 65 AFSCME	10/15/2025	\$519.88	97481	B 01 215 044	Union Dues	
<b>Check Total:</b>							<b>\$519.88</b>				
HOME	53237	CH	1	5894	Rodenburg Law Firm	10/15/2025	\$232.97	97502	B 01 215 079	Garnish 1	
<b>Check Total:</b>							<b>\$232.97</b>				
HOME	53238	CH	1	6247	UMB HSA	10/15/2025	\$518.75	97499	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$518.75</b>				
HOME	53239	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	10/15/2025	\$15.00	97506	B 01 215 000	Payroll Deductions	
<b>Check Total:</b>							<b>\$15.00</b>				
HOME	53240	CH	1	6246	US Bank	10/15/2025	\$214.97	97498	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$214.97</b>				
HOME	53241	CH	1	5559	WELLS FARGO-Willmar	10/15/2025	\$62.50	97494	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$62.50</b>				
HOME	53242	CH	1	5788	Brad Wolters	10/15/2025	\$120.00	97522	E 01 020 294 973 000 305	10/15 Football Official	
<b>Check Total:</b>							<b>\$120.00</b>				
HOME	53243	CH	1	6105	BRIGHTLY SOFTWARE Inc.	10/15/2025	\$4,209.14	97519	E 01 005 630 257 000 405	Asset Essentials Core Plus	
<b>Check Total:</b>							<b>\$4,209.14</b>				

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Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53245	CH	1	6258	DSC Communications	10/15/2025	\$5,887.00	97510	E 01 005 630 257 100 555	Radios, chargers
HOME	53245	CH	1	6258	DSC Communications	10/15/2025	\$35.00	97511	E 01 005 630 257 100 555	Bench repair
<b>Check Total:</b>							<b>\$5,922.00</b>			
HOME	53246	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF REI	10/15/2025	\$38.60	97514	E 01 005 760 000 733 442	vehicle supplies
<b>Check Total:</b>							<b>\$38.60</b>			
HOME	53247	CH	1	00090	JAHNKE WATER INC	10/15/2025	\$557.75	97520	E 01 020 810 000 000 401	salt, bottled water, cooler rental
<b>Check Total:</b>							<b>\$557.75</b>			
HOME	53248	CH	1	5413	JASON KUERSCHNER	10/15/2025	\$120.00	97521	E 01 020 294 973 000 305	10/15 Football Official
<b>Check Total:</b>							<b>\$120.00</b>			
HOME	53249	CH	1	5787	Josh Kraby	10/15/2025	\$120.00	97523	E 01 020 294 973 000 305	10/15 Football Official
<b>Check Total:</b>							<b>\$120.00</b>			
HOME	53250	CH	1	4058	JOSH PAGGEN	10/15/2025	\$120.00	97524	E 01 020 294 973 000 305	10/15 Football Official
<b>Check Total:</b>							<b>\$120.00</b>			
HOME	53251	CH	1	4735	LAKEVIEW HIGH SCHOOL	10/15/2025	\$1,250.00	97507	E 01 005 630 257 302 555	Gen 8 ipads, 32G, used
HOME	53251	CH	1	4735	LAKEVIEW HIGH SCHOOL	10/15/2025	\$1,875.00	97515	E 01 005 630 257 302 555	Gen 8 ipads, 32G, used
<b>Check Total:</b>							<b>\$3,125.00</b>			
HOME	53252	CH	1	00101	MN DEPT. OF LABOR & INDUSTRY	10/15/2025	\$25.00	97512	E 01 005 865 000 382 350	481516 Pressure vessel
HOME	53252	CH	1	00101	MN DEPT. OF LABOR & INDUSTRY	10/15/2025	\$25.00	97512	E 01 005 865 000 382 350	139854 Boiler
<b>Check Total:</b>							<b>\$50.00</b>			
HOME	53253	CH	1	5554	MN Public Employees Insurance Program	10/15/2025	\$48,320.40	97518	B 01 215 030	BCBS-Payroll Deductions
<b>Check Total:</b>							<b>\$48,320.40</b>			
HOME	53254	CH	1	6256	SERVPRO of Wright County	10/15/2025	\$6,297.42	97508	E 01 020 810 000 000 350	Services for flooding during construction s
<b>Check Total:</b>							<b>\$6,297.42</b>			
HOME	53255	CH	1	4721	SQUIRES, WALDSPURGER, & MACE, PA.	10/15/2025	\$588.00	97513	E 01 005 150 000 000 305	Legal Correspondence
<b>Check Total:</b>							<b>\$588.00</b>			
HOME	53256	CH	1	02866	SUBSCRIPTION SERVICES OF AMER	10/15/2025	\$172.83	97509	E 01 015 620 000 000 430	Magazine Renewal Notice 3195025
<b>Check Total:</b>							<b>\$172.83</b>			
HOME	53257	CH	1	5275	TONY PAGGEN	10/15/2025	\$120.00	97525	E 01 020 294 973 000 305	10/15 Football Official
<b>Check Total:</b>							<b>\$120.00</b>			
HOME	53258	CH	1	6191	Denny Spielmann	10/20/2025	\$1,500.00	97517	E 01 020 810 000 000 350	License Fee
<b>Check Total:</b>							<b>\$1,500.00</b>			

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Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53259	CH	1	5466	Michael Wood	10/20/2025	\$120.00	97527	E 01 020 296 978 000 305	10/20-Volleyball Official	
<b>Check Total:</b>							<b>\$120.00</b>				
HOME	53260	CH	1	5436	MYRON FLUEGGE	10/20/2025	\$120.00	97528	E 01 020 296 978 000 305	10/20-Volleyball Official	
<b>Check Total:</b>							<b>\$120.00</b>				
HOME	53261	CH	1	6248	One Diversified, LLC	10/20/2025	\$5,723.55	97529	E 01 005 630 257 000 465	Epson Powerlite 685W Projector V11H74	
HOME	53261	CH	1	6248	One Diversified, LLC	10/20/2025	\$582.40	97529	E 01 005 630 257 000 465	Ultra-Short Throw Wall Mount for the Brigh	
<b>Check Total:</b>							<b>\$6,305.95</b>				
HOME	53262	CH	1	5957	AGiRepair, Inc.	10/22/2025	\$8,242.00	97584	E 01 005 630 257 000 352	AGIProtect 7 Month Plan for Ipads Oct.15-1	
<b>Check Total:</b>							<b>\$8,242.00</b>				
HOME	53263	CH	1	4500	B & D MARKET # 2500(FOOD SERVICE)	10/22/2025	\$8.98	97572	E 02 005 770 000 701 490	tct#0009	
HOME	53263	CH	1	4500	B & D MARKET # 2500(FOOD SERVICE)	10/22/2025	\$24.66	97572	E 02 005 770 000 701 490	tct#0011	
HOME	53263	CH	1	4500	B & D MARKET # 2500(FOOD SERVICE)	10/22/2025	\$10.53	97572	E 02 005 770 000 701 490	tct#0016	
<b>Check Total:</b>							<b>\$44.17</b>				
HOME	53264	CH	1	00555	B & D MARKET Acct#1277	10/22/2025	\$16.70	97573	E 01 020 810 000 000 401	tct#0016	
<b>Check Total:</b>							<b>\$16.70</b>				
HOME	53265	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	10/22/2025	\$15.73	97574	E 04 005 582 000 337 490	tct# 0107 Preschool	
<b>Check Total:</b>							<b>\$15.73</b>				
HOME	53266	CH	1	4487	B & D MARKET ACCT#2511(FACS)	10/22/2025	\$12.69	97571	E 01 020 331 000 830 490	tct#0058	
<b>Check Total:</b>							<b>\$12.69</b>				
HOME	53267	CH	1	5666	CLEMENTS LUMBER - REDWOOD FALLS	10/22/2025	\$1,203.00	97587	E 01 020 810 000 000 350	ceiling tile	
<b>Check Total:</b>							<b>\$1,203.00</b>				
HOME	53268	CH	1	6254	FedEx	10/22/2025	\$30.63	97606	E 01 005 110 000 000 329	Shipping for book return	
<b>Check Total:</b>							<b>\$30.63</b>				
HOME	53269	CH	1	6061	Granite Telecommunications, LLC	10/22/2025	\$235.69	97580	E 01 020 810 000 000 320	communications	
<b>Check Total:</b>							<b>\$235.69</b>				
HOME	53270	CH	1	5806	Grizzly Supply, INC	10/22/2025	\$37.29	97575	E 01 020 810 000 000 350	Clear poly for stage in BI (musical)	
<b>Check Total:</b>							<b>\$37.29</b>				
HOME	53271	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/22/2025	\$127.00	97607	E 02 005 770 000 701 490	SY - Lunch	
HOME	53271	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/22/2025	\$407.26	97608	E 02 005 770 000 705 490	SY - Breakfast	
HOME	53271	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/22/2025	\$4,314.41	97609	E 02 005 770 000 701 490	SY - Lunch	
HOME	53271	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/22/2025	\$383.55	97610	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	53271	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/22/2025	\$57.38	97611	E 02 005 770 000 701 490	SY - Lunch	

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HOME	53271	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/22/2025	(\$38.29)	97612	E 02 005 770 000 701 490	SY - Lunch
<b>Check Total:</b>								<b>\$5,251.31</b>		
HOME	53272	CH	1	6109	LAKELAND MEDIA	10/22/2025	\$227.70	97577	E 01 005 110 000 000 380	advertising
<b>Check Total:</b>								<b>\$227.70</b>		
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$5.99	97600	E 01 020 810 000 000 401	903889 paint markers
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$18.99	97601	E 01 020 810 000 000 401	903880 paint roller tay
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$18.00	97596	E 01 020 810 000 000 350	903997 bulk fasters
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$42.99	97588	E 05 005 120 000 000 350	Grease Gun for Diving Board
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$25.99	97592	E 01 005 010 000 000 401	903900 drill bits
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$26.97	97593	E 01 020 810 000 000 350	903944 cabinet latches
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$53.00	97594	E 01 020 810 000 000 350	903963 poly film plastic
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$56.25	97595	E 01 020 810 000 000 350	903984 poly film, battery terminal bolts,
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$8.99	97602	E 01 020 810 000 000 350	903888 caster wheel
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$20.47	97597	E 01 020 810 000 000 401	903816 basket strainer, lavatory hair snar
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$1,420.00	97598	E 01 020 810 000 000 401	903829 shelving
HOME	53273	CH	1	5214	MAC'S HARDWARE	10/22/2025	\$35.97	97599	E 01 020 810 000 000 401	903843 bug spray
<b>Check Total:</b>								<b>\$1,733.61</b>		
HOME	53274	CH	1	00219	MARCO TECHNOLOGIES LLC	10/22/2025	\$2,243.00	97590	E 01 005 110 000 000 560	contract payment
<b>Check Total:</b>								<b>\$2,243.00</b>		
HOME	53275	CH	1	4999	MINNESOTA WEST COMMUNITY & TECHI	10/22/2025	\$1,884.09	97576	E 01 020 211 020 000 305	25-26 PSEO Contract
<b>Check Total:</b>								<b>\$1,884.09</b>		
HOME	53276	CH	1	5835	NAPA Auto Parts	10/22/2025	\$21.50	97603	E 01 020 810 000 000 350	batteries for remote
HOME	53276	CH	1	5835	NAPA Auto Parts	10/22/2025	\$38.03	97570	E 06 005 870 000 000 401	788053 Hydraulic Adapter fittings
<b>Check Total:</b>								<b>\$59.53</b>		
HOME	53277	CH	1	5385	NATIONAL FFA ORGANIZATION	10/22/2025	\$105.00	97579	E 21 020 298 902 301 369	Invoice MDS354094
<b>Check Total:</b>								<b>\$105.00</b>		
HOME	53278	CH	1	4185	NISSEN'S DAIRY DELIVERY	10/22/2025	\$782.20	97585	E 02 005 770 000 701 495	Olivia-Lunch-Milk
HOME	53278	CH	1	4185	NISSEN'S DAIRY DELIVERY	10/22/2025	\$1,201.00	97586	E 02 005 770 000 701 495	Olivia-Lunch-Milk
<b>Check Total:</b>								<b>\$1,983.20</b>		
HOME	53279	CH	1	00765	PAN-0-GOLD BAKING CO	10/22/2025	\$125.52	97591	E 02 005 770 000 701 490	Bread
<b>Check Total:</b>								<b>\$125.52</b>		
HOME	53280	CH	1	1801	RAMBOW INC	10/22/2025	\$386.44	97578	E 04 005 505 000 321 401	Volleyball Shirts
HOME	53280	CH	1	1801	RAMBOW INC	10/22/2025	\$453.07	97578	E 04 005 505 000 321 401	Football Shirts

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 9/19/2025-10/23/2025

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53280	CH	1	1801	RAMBOW INC	10/22/2025	\$316.44	97578	E 04 005 505 000 321 401	Cross Country Shirts	
<b>Check Total:</b>							<b>\$1,155.95</b>				
HOME	53281	CH	1	3993	REGION V FFA	10/22/2025	\$153.00	97605	E 21 020 298 902 301 369	GITS/LTC Entry Fee	
<b>Check Total:</b>							<b>\$153.00</b>				
HOME	53282	CH	1	2196	RENCO PUBLISHING, INC.	10/22/2025	\$873.38	97604	E 01 005 110 000 000 380	advertising	
<b>Check Total:</b>							<b>\$873.38</b>				
HOME	53283	CH	1	00157	RIDGEWATER COLLEGE	10/22/2025	\$81,569.54	97569	E 01 998 211 000 000 390	Fall Semester 2025-2026 Credits	
<b>Check Total:</b>							<b>\$81,569.54</b>				
HOME	53284	CH	1	00150	SPECIAL SCHOOL DISTRICT NO. 1	10/22/2025	\$72.00	97582	E 04 005 583 000 354 401	MPSI forms (English)	
HOME	53284	CH	1	00150	SPECIAL SCHOOL DISTRICT NO. 1	10/22/2025	\$7.20	97582	E 04 005 583 000 354 401	MPSI forms (Spanish)	
<b>Check Total:</b>							<b>\$79.20</b>				
HOME	53285	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	10/22/2025	\$129,812.25	97589	E 01 005 760 000 720 360	Oct Routes	
HOME	53285	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	10/22/2025	\$9,479.58	97589	E 01 005 760 000 720 360	Sept/Oct Extra Curricular	
HOME	53285	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	10/22/2025	\$0.00	97589	E 01 005 760 000 720 441	Sept Fuel - Gas	
HOME	53285	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	10/22/2025	\$199.78	97589	E 01 005 760 000 720 441	Sept Fuel - Diesel	
<b>Check Total:</b>							<b>\$139,491.61</b>				
HOME	53286	CH	1	02546	WEST CENTRAL SANITATION	10/22/2025	\$738.80	97613	E 01 015 810 000 000 332	sanitation services BI	
HOME	53286	CH	1	02546	WEST CENTRAL SANITATION	10/22/2025	\$616.95	97614	E 01 015 810 000 000 332	sanitation services BI	
<b>Check Total:</b>							<b>\$1,355.75</b>				
HOME	53287	CH	1	4576	WIESER EDUCATIONAL	10/22/2025	\$73.98	97583	E 01 020 407 000 740 433	WL 3391WB Power Basics Consumer Mat	
HOME	53287	CH	1	4576	WIESER EDUCATIONAL	10/22/2025	\$19.98	97583	E 01 020 407 000 740 433	WL3393WB Power Basics Consmers Matl	
HOME	53287	CH	1	4576	WIESER EDUCATIONAL	10/22/2025	\$99.96	97583	E 01 020 407 000 740 433	WL3394WB Power Basics Consumer Matt	
HOME	53287	CH	1	4576	WIESER EDUCATIONAL	10/22/2025	\$19.78	97583	E 01 020 407 000 740 433	shipping	
HOME	53287	CH	1	4576	WIESER EDUCATIONAL	10/22/2025	(\$29.09)	97583	E 01 020 407 000 740 433	coupon	
<b>Check Total:</b>							<b>\$184.61</b>				
HOME	99953107	CH	1	00023	AMERICAN WELDING & GAS, INC	09/30/2025	\$111.39	97536	E 01 005 865 000 363 305	fire ext. maint., replacement parts inv#085	
HOME	99953107	CH	1	00023	AMERICAN WELDING & GAS, INC	09/30/2025	\$434.61	97537	E 01 005 865 000 363 305	Fire Extinguisher Inspection	
<b>Check Total:</b>							<b>\$546.00</b>				
HOME	99953141	CH	1	6023	United States Postal Service	09/30/2025	\$45.20	97535	E 04 005 580 000 325 329	bulk mailing for ECFE	
<b>Check Total:</b>							<b>\$45.20</b>				
<b>Bank HOME Total:</b>							<b>\$699,310.52</b>				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 9/19/2025-10/23/2025

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
REFC	5221	CH	1	6224	Amquist Flooring	10/22/2025	\$33,435.25	97544	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
							<b>Check Total:</b>	<b>\$33,435.25</b>			
REFC	5222	CH	1	00061	CHAPPELL CENTRAL	10/22/2025	\$50,378.78	97546	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
							<b>Check Total:</b>	<b>\$50,378.78</b>			
REFC	5223	CH	1	6195	Design Electric Inc.	10/22/2025	\$69,746.80	97549	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
							<b>Check Total:</b>	<b>\$69,746.80</b>			
REFC	5224	CH	1	4156	DOLLAMUR MAT, CO.	10/22/2025	\$10,000.00	97552	E 06 005 870 000 000 530	Quote 12/4/2024 Wrestling Mat (CONSTR)	
REFC	5224	CH	1	4156	DOLLAMUR MAT, CO.	10/22/2025	\$4,470.00	97552	E 01 020 294 975 000 530	Quote 12/4/2024 Wrestling Mat (DISTRICT	
							<b>Check Total:</b>	<b>\$14,470.00</b>			
REFC	5225	CH	1	5463	DUININCK INC. - MN	10/22/2025	\$333,653.50	97551	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
							<b>Check Total:</b>	<b>\$333,653.50</b>			
REFC	5226	CH	1	6188	Evenson Concrete Systems	10/22/2025	\$24,320.00	97540	E 06 005 870 000 000 305	BOLD BP02 Olivia Bird Island Additions ar	
							<b>Check Total:</b>	<b>\$24,320.00</b>			
REFC	5227	CH	1	6167	FORD METRO , Inc.	10/22/2025	\$28,264.50	97543	E 06 005 870 000 000 305	BOLD BP02 Olivia and BI Additions and Re	
							<b>Check Total:</b>	<b>\$28,264.50</b>			
REFC	5228	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	10/22/2025	\$64,197.74	97558	E 06 005 870 000 000 530	Furniture for AG, Consruction Lab, Maker	
							<b>Check Total:</b>	<b>\$64,197.74</b>			
REFC	5229	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	10/22/2025	\$286.19	97556	E 06 005 870 000 000 305	60267 2025 Olivia School Abatement Renc	
REFC	5229	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	10/22/2025	\$6,935.34	97555	E 06 005 870 000 000 305	59686 Fall 2025 Bird Island School Demo	
REFC	5229	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	10/22/2025	\$2,257.96	97554	E 06 005 870 000 000 305	59681 2025 Olivia School Abatement Renc	
REFC	5229	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	10/22/2025	\$15,417.14	97557	E 06 005 870 000 000 305	60271 Fall 2025 Bird Island School Demo	
							<b>Check Total:</b>	<b>\$24,896.63</b>			
REFC	5230	CH	1	6225	Jackson & Associates, LLC	10/22/2025	\$98,895.00	97542	E 06 005 870 000 000 305	(4)BOLD BP02 Olivia and BI Additions	
REFC	5230	CH	1	6225	Jackson & Associates, LLC	10/22/2025	\$291,777.21	97541	E 06 005 870 000 000 305	(3)BOLD BP02 Olivia and BI Additions	
							<b>Check Total:</b>	<b>\$390,672.21</b>			
REFC	5231	CH	1	6098	M.R. Paving & Excavating, Inc.	10/22/2025	\$42,609.01	97568	E 06 005 870 000 000 530	BOLD BP01- Summer 2024 Building Improv	
							<b>Check Total:</b>	<b>\$42,609.01</b>			
REFC	5232	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	10/22/2025	\$163,044.68	97545	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
							<b>Check Total:</b>	<b>\$163,044.68</b>			
REFC	5233	CH	1	5040	MCDOWALL COMPANY	10/22/2025	\$42,629.82	97547	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
							<b>Check Total:</b>	<b>\$42,629.82</b>			

**Bird Island - Olivia - Lake Lillian District #2534**

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 9/19/2025-10/23/2025

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
REFC	5234	CH	1	6054	Nexus Solutions LLc	10/22/2025	\$139,676.28	97567	E 06 005 870 000 000 305	Project Development, Program Managemer	
<b>Check Total:</b>							<b>\$139,676.28</b>				
REFC	5235	CH	1	6118	Robert W. Carlstrom Co., Inc	10/22/2025	\$457,950.16	97539	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additon:	
<b>Check Total:</b>							<b>\$457,950.16</b>				
REFC	5236	CH	1	6204	Titan Environmental	10/22/2025	\$160,550.00	97559	E 06 005 870 000 000 305	Bird Island Construction	
REFC	5236	CH	1	6204	Titan Environmental	10/22/2025	\$121,220.00	97561	E 06 005 870 000 000 305	Abatement work Removal and disposal of	
<b>Check Total:</b>							<b>\$281,770.00</b>				
REFC	5237	CH	1	6189	UHL Company	10/22/2025	\$33,447.60	97548	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additio	
<b>Check Total:</b>							<b>\$33,447.60</b>				
REFC	5238	CH	1	6166	WILLMAR ELECTRIC	10/22/2025	\$106,881.68	97550	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$106,881.68</b>				
<b>Bank REFC Total:</b>							<b>\$2,302,044.64</b>				
<b>Report Total:</b>							<b>\$3,001,355.16</b>				

# BOLD BOARD OF EDUCATION REGULAR MEETING

Monday, September 22, 2025 7:00 PM

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

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

I. **Call to Order and Roll Call** **Speaker(s):** Chair  
**Discussion:** Meeting was called to order at 7:00 PM Frank

II. **Pledge of Allegiance**

III. **Approval of Agenda**

**Action(s):**

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

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

IV. **Recognition of Visitors to the School Board** **Speaker(s):** Chair  
Frank

V. **Public Forum** **Speaker(s):** Chair  
Frank

VI. **Consent Items** **Speaker(s):**  
Superintendent Tim Tydlacka

**Action(s):**  
I move to approve the consent items of approving bill payments, the August 25, 2025 meeting minutes, and personnel changes as published in the board packet. This motion, made by Greg Peppel and seconded by Todd Sheehan, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** Not a lot to say besides August was a pretty "business as usual" month with our typical back to school expenses picking up again. I'm anticipating that September will likely show us higher expenses with all staff back in the building and settling up any back pay or stipends with our AFSCME staff and their new contracts.

## VII. Reports

VII.A.	<b>Superintendent Report</b>	<b>Speaker (s) :</b> Superintendent Tim Tydlacka
VII.B.	<b>PK-6 Principal Report</b>	<b>Speaker (s) :</b> Kristine Krafka
VII.C.	<b>7-12 Principal Report</b>	<b>Speaker (s) :</b> Missy Bodin
VII.D.	<b>Activities Report</b>	
VII.E.	<b>Community Education Report</b>	<b>Speaker (s) :</b> Jessica Aaseth
VII.F.	Food Service Director Report	<b>Speaker (s) :</b> Margaret Fleming
VII.G.	<b>Pool Report</b>	<b>Speaker (s) :</b> Tracey Johnson
VII.H.	<b>Facilities Report</b>	<b>Speaker (s) :</b> Brandon Jahnz
VII.I.	<b>School Board Committee Reports</b>	

## VIII. New Business

VIII.A. Interview and resolution for appointment of Michael Zimmerman to the BOLD board seat vacated by Brad Retterath. (Attachments) (Action) **Speaker (s) :** All Board Members

**Action(s) :**

I move to adopt the resolution appointing Michael Zimmerman to the vacant board seat. This motion, made by Mary Ella Clouse and seconded by Sandy Benson, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

VIII.B. Adopt the Proposed 25 Payable 26 Levy. (Attachment) (Action) **Speaker (s) :** Superintendent Tim Tydlacka

**Action(s) :**

I move to adopt the maximum amount on the Proposed 25 Payable 26 Levy Certification Report published in the board packet. This motion, made by Brad Aaseth and seconded by Greg Peppel,

Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

VIII.C. Approve the 2025-2026 fundraising activities. (Attachment) (Action)

**Action(s):**

I move to approve the 2025-2026 fundraising activities as published in the board packet. This motion, made by Brad Aaseth and seconded by Todd Sheehan, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

VIII.D. Single and Final Reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults. (Attachment) (Action)

**Speaker(s):** Member Clouse

**Action(s):**

I move to adopt Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults as published in the board packet. This motion, made by Todd Sheehan and seconded by Greg Peppel, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

VIII.E. Third and Final Reading of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds. (Attachment) (Action)

**Speaker(s):** Member Clouse

**Action(s):**

I move to approve Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds, as published in the board packet. This motion, made by Mary Ella Clouse and seconded by Sandy Benson, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

VIII.F. Third and Final Reading of Policy 533, Wellness. (Attachment) (Action) **Speaker (s):** Member Clouse

**Action(s):**

I move to approve Policy 533, Wellness, as it is published in the board packet. This motion, made by Sandy Benson and seconded by Brad Aaseth, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

VIII.G. Second reading of Policy 535 Service Animals in Schools and Policy 535.1 Approval Request Form For Use of a Service Animal. (Attachments) **Speaker (s):** Member Frank

VIII.H. Second Reading of Policy 806, Crisis Management. (Attachment) **Speaker (s):** Member Clouse

VIII.I. First Reading of Policy 416, Drug, Alcohol, and Cannabis Testing and 416.1, Drug, Alcohol, and Cannabis Testing Forms. (Attachments) **Speaker (s):** Member Frank

VIII.J. First Reading of Policy 612.1, Development of Parent and Family Engagement Policies for Title I Programs. (Attachment) **Speaker (s):** Member Clouse

VIII.K. Adopt a Resolution to Acknowledge and Accept Gifts, Grants, and Bequests. (Attachment) (Action) **Speaker (s):** Chair Frank

**Action(s):**

I move to approve the Resolution to Acknowledge and Accept Gifts, Grants, and Bequests. This motion, made by Brad Aaseth and seconded by Sandy Benson, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

VIII.L. Assign Board Member Clouse as the board representative to the Health and Wellness Committee. (Action)

**Action(s) :**

I move to assign Member Clouse as the board representative to the Health and Wellness Committee. This motion, made by Brad Aaseth and seconded by Greg Peppel, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** No action required.

**IX. Upcoming dates:**

**X. Adjourn**

**Action(s) :**

I move to adjourn the meeting. This motion, made by Todd Sheehan and seconded by Sandy Benson, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** Meeting adjourned at 8:12 PM

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Board Secretary

October 27th, 2025 Board Meeting

NEW HIRES:

1. Jamie Lothert, ECSE Paraprofessional; increase hours from 6 to 12 hr/week; due to student need
2. Mac Saby, Head Boys Golf Coach
3. Matt Jahnke, .5 Head Wrestling Coach & .5 Asst. Wrestling Coach

RESIGNATIONS:

1. None

LEAVES OF ABSENCES:

1. None



# BOLD Public Schools

CONSTRUCTION UPDATE | October 27, 2025

BOLD SCHOOL

**nexus**  
SOLUTIONS®



CONSTRUCTION UPDATE | October 27, 2025

# Bird Island Renovations



## LOCKER ROOM & DANCE GYM

### Ongoing Work

- › Joist installed
- › Bathrooms accessories installed
- › Flooring complete

### Up Next

- › Locker installation scheduled for 11/7
- › Punch list
- › Building turnover



CONSTRUCTION UPDATE | October 27, 2025

# Bird Island Renovations

## Summer Slam 2025 Olivia

### Ongoing Work

- › Finishing HVAC connections
  - Waiting on cooling coils
  - Connections to new HVAC equipment to be made.
- › Shop work
  - Car Hoist Installed
  - Man Door Installed





CONSTRUCTION UPDATE | October 27, 2025

# Bird Island Renovations



## N CORRIDOR & SOUTH BUILDING

### Ongoing Work

- › Joist installation complete
- › Bathroom accessories complete
- › Rooftop unit ductwork complete
- › Roof penetrations complete
- › Climate control 25%

### Up Next

- › Punch list
- › Building turnover



CONSTRUCTION UPDATE | October 27, 2025

# Olivia Renovations

## STORM SHELTER

### Ongoing Work

- › Grass restoration/sodding
- › Parking lot striping
- › Final punch list





CONSTRUCTION UPDATE | October 27, 2025

# Olivia Renovations



## HIGH SCHOOL WING

### Ongoing Work

- › HVAC equipment arrived
- › Final punch List



CONSTRUCTION UPDATE | October 27, 2025

# Olivia Renovations



## FRONT ENTRANCE

### Ongoing Work

- › Fuel tank removed
- › Soil correction excavated
- › Footings and foundations 30%
- › Steel erection 27% complete

### Up Next

- › Underground plumbing
- › Slab on grade



CONSTRUCTION UPDATE | October 27, 2025

# Olivia Renovations



## 1922 Building Demo and New Addition (Area D)

### Ongoing Work

- › Soil correction 45% complete

**Superintendent Board Report**  
**BOLD Public Schools**  
**October 27, 2025**

- **Gratitude:**
  - Admin team
  
- **General Updates:**
  - Health and Wellness Committee Meeting
  - Robotics fundraiser
  - MSBA Conference Jan. 15-16
  - Most cameras are working in Olivia Building
  
- **Legislative Updates:**
  - Minnesota Paid Leave starts January 1, 2026
    - [Quick Facts Link](#)
    - [Comparison Spreadsheet](#)
  
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
  - Video cameras
  - Railing for balcony aisles on the balcony in the Olivia gym
  - Stage lights working
  - BI building bathrooms will be working by showtime
  
- **Community Engagement**
  - Renville Register
  - Adventures with Sherri B.
  - BOLD Varsity Volleyball
  - Quarterly Newsletter
  
- **Working on**
  - Negotiating teacher and district office staff contracts
  - Identifying inefficiencies in our current insurance coverage
    - Working with North Risk Partners

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

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

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

- Health and Wellness Committee
- Secondary Sparsity Revenue
  - BOLD \$18K (602 ADM)
  - RCW \$140 K (503 ADM)
  - BLHS \$180K (419 ADM)
  
- **Legislative Updates:**
  - Minnesota Paid Leave starts January 1, 2026
    - [Quick Facts Link](#)
  
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
  - Fire Alarm
  
- **Community Engagement**
  - FM Bank
  - Renville Register
  - BLHS Superintendent
  - Community Ed. Board meeting
  - BOLD Varsity Volleyball
  - FM Bank Mixer
  
- **Working on**
  - Will be negotiating teacher and district office staff contracts
  - EMC Insurance Claim/missed deadline
    - Working with Paul Johannes and Eide Bailly, our forensic auditor
      - No charges filed yet/still investigating
  - Health and Wellness Committee Oct. 9 @ 4pm
  - Academics Committee
  - Strategic Plan Committee

**Superintendent Board Report**

**BOLD Public Schools**  
**August 25, 2025**

- **Gratitude:**
  - BOLD staff
  
- **General Updates:**
  - We will be ready to roll on Sept. 2nd
  
- **Legislative Updates:**
  - Met with Bob from MREA who made me aware of monthly calls I can join to receive legislative updates
    - Bob also encouraged the board and me to attend the MREA conference in January
  
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
    - Abatement bid
      - Titan Environmental wond the bid
    - School readiness
      - Gerry got projectors/tvs in rooms
      - Custodians got pallets delivered to classrooms
      - Teachers got rooms set up
      - Principals were running around supporting everyone
      - Admin assist duantlessly worked in the sauna to assist with registrations, communications, etc.
    - Flooding
    - Parking
  
- **Community Engagement**
  - Hometown Bank former student Parker wants to start a chess club at BOLD
  - Paraguayan conversations with Just Coffee folk
  - Moved to Bird Island
    - Cultural Center
    - Farmer's Market
  - Olivia Hospital and Clinic tour

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

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

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

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

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



*Where School Boards Learn to Lead*

# MINNESOTA SCHOOL BOARDS ASSOCIATION

## STRATEGIC PLANNING SERVICES AND PROCESS OVERVIEW



# The Board's Role and Strategic Planning

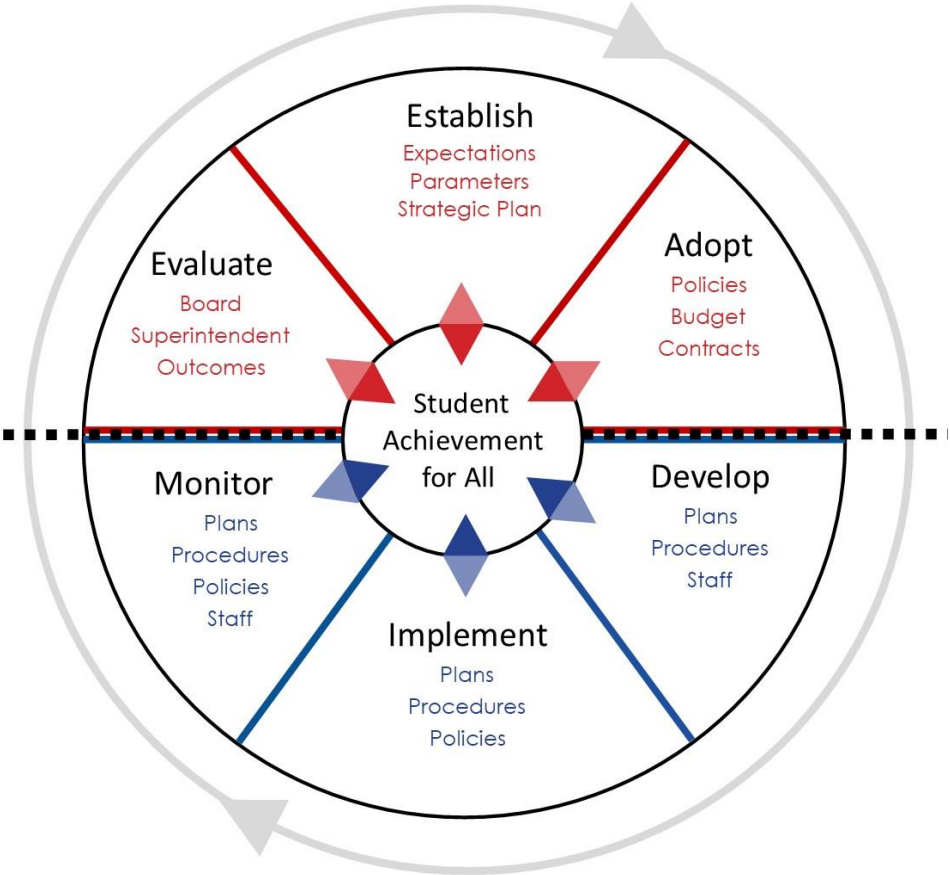
The School Board's role is to govern. The school district's Strategic Plan is the Board's visionary roadmap for governing while focusing on student achievement for all. To govern successfully, MSBA recommends the School Board utilize their district's Strategic Plan regularly when making decisions especially during challenging times.

It is important to have an up-to-date, easy to follow Strategic Plan that sets the district's direction and goals. Once the strategic direction and goals are in place, the School Board can align district goals with the Superintendent goals and Board goals. MSBA is available to assist school districts with this process.

# The Board Governance Model

## The Superintendent Manages

Provides leadership and supervision



## The School Board Governs

Sets parameters and expectations



# Why Strategic Planning?

Sets strategic direction and goals:

1. Meets legal requirement - Striving for Comprehensive Achievement and Civic Readiness formerly World's Best Workforce (M.S. 120B.11, Subd. 2) and the Reading to Ensure Academic Development (READ Act M.S. 120B.1117)
2. Builds Board-Superintendent Team relationships
3. Creates clear expectations for operations
4. Drives continual pursuit of excellence



## Why Strategic Planning-cont'd

5. Provides clarity for school staff
6. Enables performance monitoring and evaluation
7. Ensures School Board speaks for community
8. Aligns community values and district operations
9. Embeds current Initiatives
10. Establishes a Strategic Governance Framework



# Development of the School District's Strategic Plan



# The Planning Process

- Phase I – Data Collection and Analysis
  - Internal and External Surveys
  - Listening Sessions
  - Focus Groups (Optional)
  - Stakeholder Engagement Report
  - State of the School District Update



# The Planning Process

- Phase II – Development of the Strategic Plan
  - Strategic Planning Committee
  - Foundational Items
    - Core Values, Belief Statements, Mission Statement, and Vision Statement
  - Strategic Directions (Focus Areas)
    - Goals and Objectives



# The Planning Process

- Phase III – Wrap-up, Adoption, Implementation
  - Develop Action Plan for each Strategic Direction (Focus Area)
  - Review and Wrap-Up with Board-Superintendent Team and Goal Alignment
  - Adoption and Implementation of the Strategic Plan



# The Planning Process

- Phase IV – Monitoring and Updating the Strategic Plan
  - Develop Monitoring Plan
  - Follow-up Visit One Year Later
  - Annual Update (Optional)
  - Refresh, Revisit, Redo (Optional but Highly Recommended 3-5 Years after Strategic Plan Development)



## Benefits of MSBA Conducting Strategic Planning

- Expertise about School Board's role
- Facilitation skills and experience with small and large groups
- MSBA staff guide the process so *all* stakeholders can be active participants.
- MSBA records the work and provides the reports
- Reasonable costs



## Benefits of MSBA Conducting Strategic Planning - *Continued*

- MSBA provides a Toolkit of Resources for local administration of the process
- MSBA is the School Board's "Go To" Association for all things school board
- MSBA Strategic Planning Services are ***endorsed*** by the Minnesota Service Cooperatives.



QUESTIONS?

# Thank you!



For questions or more information,  
contact:

Gail Gilman

Director of Strategic Planning and Board Leadership  
Minnesota School Boards Association

Phone: 800-324-4459

Email: [ggilman@mnmsba.org](mailto:ggilman@mnmsba.org)

# Strategic Planning Services



## Set your direction with MSBA's Strategic Planning Services

Effective school boards and superintendents provide leadership to set high expectations for student achievement and learning. School board teams accomplish this by clarifying the school district's purpose and direction. MSBA's experience and knowledge can help you put your district's strategic plan on the right course.

Contact Gail Gilman today at 800-324-4459 or [ggilman@mnmsba.org](mailto:ggilman@mnmsba.org) and ask about MSBA's Strategic Planning Services.



Gail Gilman

## Testimonials

*"Without hesitation, I would recommend any district in need of positive change, a new direction, or simply an updated vision to contact the MSBA for assistance. MSBA worked with parents and community members in our district to formulate a plan that will no doubt bring prosperity to our school."*

- Superintendent

*"For strategic planning, this was probably the best process I have participated in."*

- Board Member

### How does your district benefit from doing this work?

Setting the school district's strategic direction and goals:

- Helps meet the legal requirements for a school board to adopt a comprehensive, long-term strategic plan to support and improve teaching and learning (M.S. 120B.11, Subd. 2).
- Builds strong school board and superintendent relationships by clearly stating expectations.
- Creates clear expectations for school district operations.
- Drives the school district to continually improve in pursuit of excellence.
- Provides clarity for the school district's staff.
- Enables performance monitoring and evaluation.
- Ensures the school board speaks for the community.
- Guarantees alignment between community values and school district operations.
- Meets Striving for Comprehensive Achievement and Civic Readiness plan requirements.
- Establishes a Strategic Governance Framework.

### How much does this cost? What does this service include?

Generally, there are five meetings.

- One Listening Session Meeting.
- Three meetings to create the district's belief statements, mission statement, vision statement, goals and objectives.
- One meeting to clarify the Strategic Planning Committee's work.

**There is a base fee for this service that includes MSBA's expenses, materials and follow-up reporting. MSBA can customize a model to meet your school district's needs.**

### What are school district goals?

- Goals are the desired end result of the school district's efforts.
- Goals specify what the school district wishes to accomplish.
- Setting school district goals is about working on ends.

In a school district, ends are composed for five components:

- 1. Mission:** What is our purpose? Who are we?
- 2. Vision:** Where do we want to go? What will it look like when we get there?
- 3. Beliefs:** What do we care about regarding public education in our community? What guides our decision-making?
- 4. Goals:** What do we need to do to get there? What does the school district need to achieve to get there?
- 5. Objectives:** What steps do we have to take to meet the school district's goals?



### The role of the school board

- School boards are the entity legally charged with governing a school district.
- One of the school board's duties is to clarify the school district's purpose and direction.
- School boards convey the school district's direction by setting clear, well-crafted goals.
- School district staff is responsible for developing the action plans to achieve the school district's goals.
- School boards give final approval of the strategic plans, designate funding to support the school district's goals, and develop a monitoring and evaluation plan to measure improvement.

### The role of the staff and community

MSBA will facilitate community engagement-related activities to gather stakeholder (internal and external) feedback to help shape school district priorities. School districts can use a survey to solicit input from stakeholders about school district strengths and needs. Survey responses are confidential. All responses will be collected and analyzed by MSBA. The information collected through the survey will help shape the strategic plan priorities. MSBA will share key themes with the school board and superintendent.

### Benefits of MSBA Facilitation

MSBA brings expertise about the school board's role in setting school district direction and goals. MSBA has assisted groups – both large and small – composed of board members, school district leaders, students and community members, in studying specific school district topics. MSBA guides the process for managing group input and decision-making so that decisions can be reached and all school board-superintendent team members can participate. MSBA will record the work in a report format that can set the stage for further strategic planning by school district staff. And, as MSBA member school districts, school boards can access these services for

## Districts that have used the service include:

Big Lake

Blue Earth Area

Dassel-Cokato

East Grand Forks

Fairmont Area

Floodwood

Forest Lake Area

Granada-Huntley-East Chain

Kerkhoven-Murdock-Sunburg

Mahtomedi

Maple River

Marshall

Milaca

Minnesota Transitions Charter School

Minnesota Valley Education District

Moorhead

New London-Spicer

Paynesville Area

River Bend Education District

Staples-Motley

United South Central

Westbrook-Walnut Grove

And more



The Office of  
**Minnesota Attorney General Keith Ellison**  
helping people afford their lives and live with dignity, safety, and respect • [www.ag.state.mn.us](http://www.ag.state.mn.us)

February 14, 2025

Dear Minnesota Educators:

Constituents and stakeholders have recently contacted the Office of the Attorney General concerning the announced changes to federal policies and practices related to immigration enforcement and the impact of those changes on students, educators, and our communities. Nothing in these changes should be understood to limit Minnesota's commitment to providing all children with access to free public education, protecting student privacy, and maintaining school environments that are conducive to learning.

### **EXECUTIVE SUMMARY**

This guidance will describe the changes in federal immigration enforcement priorities, the responsibilities of the Minnesota education system to students, educators, and families, and steps that school districts, schools, and educators can take to comply with their legal responsibilities. As described in greater detail below, while the federal approach to immigration enforcement is changing, the legal framework that continues to govern schools' and students' rights and obligations remains unchanged.

We invite school leadership to take this opportunity to ensure that their policies and staff training are up to date, and to be in conversation with their communities about the actions their schools are taking to support students and their families. Clear and consistent communication by school leadership can help reassure students, educators, and their communities that their concerns are heard, and that schools are taking the steps within their power to protect their communities from disruption and harm. Key action items for school districts to consider include:

- Ensuring that policies and procedures clearly explain how to respond if law enforcement, including immigration enforcement personnel, seek to carry out enforcement actions or related information gathering at schools.
- Providing staff, including School Resource Officers (or their equivalent employee), with up-to-date training on student and employee rights and responsibilities.
- Letting your community know about the actions you are taking and the resources available to support students, their families, and the community during this time of uncertainty, including options for updating emergency contacts, flexibility with coursework, and opportunities to limit sharing of student directory information.

## GUIDANCE

### **Recent Changes in Policies Related to Immigration Enforcement**

Recent actions in the federal executive branch have signaled a shift in the federal approach to immigration enforcement and treatment of state and local officials who are perceived as not cooperating with enforcement actions. On January 20, 2025, the Department of Homeland Security rescinded its long-standing practice of avoiding immigration enforcement activities in “sensitive spaces,” such as schools. The Department of Justice (DOJ) has also issued recent memoranda instructing U.S. Attorney Offices and the DOJ to investigate and prosecute state and local officials for any “misconduct” that is alleged to facilitate violations of federal immigration laws or obstruct federal immigration enforcement.

Notwithstanding these recent changes in federal policy, schools continue to be bound by law to provide public education to students regardless of immigration status, must protect student data, and cannot be compelled to enforce a federal program or changes in federal policies.

### **Access to a Free Public Education Is Guaranteed under Federal and State Law; Schools Cannot Discourage or Deny Access Based on Immigration Status**

Under state and federal law, Minnesota schools must provide equal access to education to all students regardless of race, color, creed, religion, national origin, sex, marital status, public assistance status, disability, or immigration status.<sup>1</sup> Schools should ensure that their policies do not discourage or deny access to school based on immigration or citizenship status. While schools may require proof of a student’s age and where they reside for enrollment purposes, schools and districts may want to review their enrollment policies to ensure that they are collecting *only* the information required to verify enrollment eligibility. Institutions should review their policies and procedures to confirm they are not unnecessarily collecting or maintaining sensitive data, such as immigration status, Social Security numbers or passport information.

### **Student Privacy Is Protected under Federal and State Law**

Under the federal Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act, schools are required to protect the privacy of students’ educational records. Both laws allow schools to share limited “directory information” under specific conditions, but otherwise generally prohibit disclosing private student data without consent. Directory information is information that is largely not considered harmful or a violation of privacy if disclosed. Examples of directory information include a student’s name, dates of attendance, and honors and awards received.

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<sup>1</sup> In 1982, the U.S. Supreme Court held in *Plyler v. Doe*, 457 U.S. 202 (1982), that the Equal Protection Clause prohibits public schools from limiting access to education based on immigration status. The Minnesota Human Rights Act also provides protection against identity-based discrimination in access to a free public education. Minn. Stat. § 363A.13, subd. 1.

Minnesota law defines “directory information” more narrowly than FERPA, and explicitly prohibits K-12 institutions from designating “a student’s home address, telephone number, email address, or other personal contact information” as directory information. Minnesota law also requires schools to give parents and students notice of the right to opt-out of the disclosure of a student’s directory information. Schools should review their current procedures to ensure proper communication about directory information and the right to opt-out of disclosure is being effectively shared with their communities. Schools may want to proactively provide an opportunity for parents and students to review and change their preference relating to disclosure of a student’s information.

### **The Federal Government Cannot Compel State or Local Officials to Administer or Enforce a Federal Program**

Under the Tenth Amendment to the United States Constitution and well-established precedent from federal courts, including the United States Supreme Court, the federal government cannot compel state or local officials to administer or enforce a federal program. This was true before recent changes to federal immigration policy and continues to be true now.

If schools see a change or an increase in requests from immigration authorities for information about or access to their students, schools should know that there are no legal or constitutional changes in how schools should respond to those requests.

### **Responding to Requests for Student Information**

Disclosure of otherwise private student data is allowed in limited circumstances. Schools should prepare their staff for how to appropriately respond to written or oral requests for student information from third parties, such as Immigrations and Customs Enforcement (ICE) agents. There are many different types of documents that immigration enforcement officers may be using to support their requests, and staff members should not be expected to determine whether the requestor is entitled to the requested information. Any request and accompanying supporting documentation should be immediately provided to a designated district employee, who can consult with legal counsel to determine appropriate next steps.

In general, schools are required to comply with judicial warrants, which are documents issued by a judicial court and signed by a federal or state judge or magistrate. In contrast, schools are not required to comply with administrative warrants, which are issued by a federal agency and signed by an official such as an ICE agent or immigration judge. Common examples of administrative warrants used by ICE include Form I-200 (Warrant for the Arrest of Alien) and Form I-138 (Administrative Subpoena).

### **Responding to Requests to Meet with or Interview Students**

If a member of law enforcement, including an ICE agent, requests access to a student, staff should refer the agent to a designated district employee to ensure proper protocol is followed. An example protocol can be found in [this guidance](#) from the School Superintendents Association. The school or district should also immediately notify the student’s parent or guardian, unless prevented from

doing so by the terms of a judicial warrant or subpoena. The district's legal counsel should be consulted on an appropriate response before proceeding.

Staff members should not attempt to physically prevent an ICE agent or other law enforcement officer from entering the building, even if the agent does not appear to be authorized to enter. The staff member should immediately notify a designated district employee and document the agent's actions while on campus. Audio or video recording by staff members of any interaction is allowed.

## **How Schools Can Support Their Students and Communities**

By taking proactive steps to establish, enforce, and communicate policies about how school officials plan to respond to federal immigration enforcement on their campuses and in their communities, districts can help build trust with students and families and mitigate negative impacts that may result from recent changes. To the extent they have not already done so, school districts may want to consider the following:

- Affirm to your community your commitment to providing all children with a free public education, protecting student privacy, and maintaining a school environment conducive to learning.
- Share with staff and community your district's policies related to requests from federal immigration enforcement officials for information or access to students. Identify an appropriate district employee who can answer questions and receive feedback.
- In conjunction with legal counsel, provide training on student and employee rights and responsibilities in complying with their legal duties. Ensure that School Resource Officers or their equivalent employee understand that Minnesota law prohibits state and local law enforcement officials from holding an individual on an immigration detainer, as described in a recent [Minnesota Attorney General Advisory Opinion](#).
- Let staff members know that federal officials cannot compel their assistance in enforcing federal immigration laws, and that they should not obstruct the actions of federal officials.
- Designate an appropriate district employee to serve as the individual who will ensure that ICE agents or law enforcement follow legal protocol when requesting access to students or student records.
- Ensure that student data privacy policies are up to date, and all staff, volunteers, and/or third-party vendors who may have access to student data receive regular training on their obligations to protect student privacy.
- Provide parents/guardians with regular opportunities to update their student's emergency contact information, alternative caretaker contacts, and authorized pick-up contacts.
- Consider flexible or alternate options for student transportation.
- Offer students and staff members mental-health resources, such as counseling and peer support groups.
- Ensure that all reports of bullying or harassment are thoroughly investigated.
- Share resources for developing an emergency plan with families, such as [this guide](#) from American Federation of Teachers.
- Review your district's policy or guidance to ensure it includes information on what to do if a student cannot safely return home.

## **If ICE Agents Come to School: Guide for Building Administrators**

*Any other employee should refer an ICE agent on school grounds to the main office or to the appropriate administrator*

- 1. Require any agents to follow ordinary visitor expectations** (such as entering through a specific door, signing in, presenting identification, etc.).
  - Make a copy of their identification or ask for a business card with contact information
  
- 2. Contact the Superintendent's office [or \_\_\_\_\_].**
  
- 3. If ICE requests information about a student...**
  - Determine whether the student has opted out of sharing directory information. If they have, no information about that student may be shared without a subpoena or court order.
  - If the student has not opted out, directory information about a student may be shared. Directory information typically includes, in part:
    - Student's name
    - Photo
    - School attended
    - Grade
    - [ADD OTHER RELEVANT CATEGORIES FROM YOUR DISTRICT POLICY] <sup>1</sup>
  - Directory information does NOT include:
    - Personal contact information
    - Whether a student is in school that day
    - Student's bus number
    - Student's class schedule
    - Student's classroom location
    - Protected class status, including race, national origin, or immigration status
  - If they are looking for other information, let them know that federal and state law prohibit you from providing additional information unless the agent presents you with a subpoena or judicial order.
    - Family Educational Rights and Privacy Act (FERPA), 34 C.F.R. § 99.31(a)(9)(i).
    - Minnesota Government Data Practices Act (MGDPA), Minn. Stat. § 13.32, subd. 3(e)

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<sup>1</sup> District Policy designates what categories of information are "directory." For schools using MSBA model policies, it is MSBA Model Policy 515. Note that policies may include "address," "telephone listing," and "electronic mail address" as directory information, but this is no longer allowed under Minnesota law. Minn. Stat. § 13.32, subd. 5(c).

**4. If ICE requests information about a student's parent(s)...**

- Certain information about a student's parent(s) may be designated as directory information in policy. If so, that specific information may be provided.
  - Schools do not collect information on the immigration status of students' parents. If school staff happen to know the parents' immigration status because the parent or student has voluntarily disclosed that information, that information would not be directory information.
- If information on parents has not been designated as directory information or a family has opted out of directory information, no information on parents may be shared.

**5. If ICE hands you a subpoena or order for education records...**

- Let the agent know you need to consult with the District's lawyer. For clients of Squires, Waldspurger & Mace, P.A.:
  - Scan a copy of the document and send it to [liz.vieira@raswlaw.com](mailto:liz.vieira@raswlaw.com)
  - Call Attorney Liz Vieira, direct line: **612-244-2747**. If Liz is not available, call another attorney in our office or our main line, **612-436-4300**.
- Generally, even if the subpoena or order is valid, the District will not be able to comply immediately. Pursuant to FERPA, 34 C.F.R. § 99.31, a school district must notify parents prior to complying with an order or subpoena to produce private educational data. That notice must be sufficiently in advance to allow the family to seek a protective order in court if they choose.
  - There are some limited exceptions, such as when the order states that the existence and contents of the order may not be disclosed. This exception is rare.
  - Some resources discuss the difference between administrative and judicial warrants and assert that schools do not need to comply with administrative warrants. This is not universally true and why it is important to provide legal counsel with a copy of the specific document any agent provides.

**6. If ICE agents ask to speak with a student...**

- Ask if they have a subpoena, court order, warrant or similar document related to their request.
  - If they do, follow the steps in question 5 to contact the school district's attorney and seek advice based on a review of the document.
- District policy may prohibit interviews of students by outside agencies without informing parents. If that is the case, the school should comply with this policy to inform parents/guardians or seek consent prior to allowing ICE to interview a

student. [IF YOUR DISTRICT HAS SUCH A POLICY, ADD THE NUMBER AND RELEVANT PROVISIONS HERE.]<sup>2</sup>

- Follow legal counsel’s advice regarding compliance with the document.
- 7. If ICE agents demand immediate compliance with a document or to meet with students without proper authority...**
- Assure them that you are working through appropriate channels to ensure compliance with state and federal law.
  - Unless it is necessary to execute a valid search warrant, ICE agents are subject to the same restrictions as other members of the public in accessing the school. If parents or guests cannot enter classrooms or walk through hallways without an escort, ICE agents cannot either.
- 8. If ICE agents present an arrest warrant...**
- Proper arrest warrants are an example of a judicial warrant. Again, you will want to consult with legal counsel to determine the validity of the warrant and the school’s obligations with respect to compliance.
    - In addition to a copy for legal counsel, make a copy of the arrest warrant to provide to the student’s parents/guardians or legal representatives.
  - An administrator may ask, but may not require, the agents to execute the warrant at a location other than school grounds.
  - Notify parents as soon as practical
  - To avoid disruption in the school, we recommend the following:
    - ICE agents should remain in the main office while an administrator or other appropriate staff member escort the student to the main office.
    - ICE agents should meet with the student in a discreet private location away from other students and staff, such as a conference room or administrator’s office.
    - Administrators should determine on a case-by-case basis whether to place the school in a lockdown or take other actions to limit student and staff movement while ICE agents are in the building.

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<sup>2</sup> For Districts using the MSBA model policies, this is Model Policy 519. Although the policy may refer to a principal making a decision whether to allow interviews, in the case of an ICE request, we recommend that decision be made by the Superintendent or highest-ranking administrator available, in consultation with legal counsel.

# SQUIRES, WALDSPURGER & MACE, P.A.



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## FREQUENTLY ASKED QUESTIONS: IMMIGRATION ISSUES

### RIGHTS OF IMMIGRANT STUDENTS

- **Can public schools deny a free public education to students based their immigration status?**  
No. The Equal Protection Clause of the U.S. Constitution states: “No State shall ... deny to any person within its jurisdiction the equal protection of the laws.” In *Plyler v. Doe*, 457 U.S. 202 (1982), the U.S. Supreme Court held that the Equal Protection Clause bars the government from denying a free public education to students who were not “legally admitted” to the United States. As a result, public schools must treat immigrant students and non-immigrant students equally.
- **What rationale did the Supreme Court provide for its decision in *Plyler*?** The Supreme Court explained that holding undocumented immigrant children accountable for their parents’ actions “does not comport with fundamental conceptions of justice.” *Plyer*, 457 at 220. Additionally, denying innocent children access to a public education, “imposes a lifetime hardship on a discrete class of children not accountable for their disabling status.... By denying these children a basic education, we deny them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to the progress of our Nation.” *Id.* at 223.
- **What precautions should school districts take in light of *Plyler*?** School districts should not take actions that could reasonably be perceived as discouraging undocumented immigrants from attending school. For example, school districts should not ask about a family’s immigration status during the enrollment process and should not maintain records about a family’s immigration status.

### ICE ACCESS TO DATA ON STUDENTS OR PARENTS

- **What is ICE?** ICE is an acronym that stands for Immigration and Customs Enforcement.

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NOTE: These materials are meant to inform you of interesting and important legal developments. While current as of the date of this document, the information that is provided may be superseded by court decisions, legislative amendments, rule changes, and opinions issued by bodies interpreting the area of law. We cannot render legal advice without an awareness and analysis of the facts of a particular situation. If you have questions about the application of concepts addressed in this document, you should consult with your legal counsel. ©2025 Squires, Waldspurger & Mace, P.A.

- **What should you do if an ICE agent serves you with a subpoena for student records?** Teachers should notify the building administrator. In turn, the building administrator should notify the Superintendent’s office, so the subpoena can be reviewed by the District’s legal counsel. Do NOT immediately provide records in response to a subpoena. To be effective, a subpoena for records must be personally served on the records custodian and must include prepayment for the cost of producing the records. Additionally, in most cases, the Family Educational Rights and Privacy Act (FERPA) requires school districts to notify parents of a subpoena before complying with the subpoena.
- **What should you do if ICE presents a subpoena for student records and demands immediate compliance?** Teachers should notify the building administrator. In turn, the building administrator should notify the Superintendent’s office. With very limited exceptions, the law does not require, or allow an administrative agency to demand, immediate compliance with a subpoena.
- **What is “directory information”?** The term “directory information” refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. School districts may designate innocuous educational data as public directory information. Common examples of directory information include a student’s name, photo, school attended, grade, participation in officially recognized activities and sports, awards, honors, and date of graduation. In Minnesota, public schoolsschool districts may not designate any personal contact information on a student as directory information. Additionally, protected class status—including race, national origin, or immigration status—is not directory information. Finally, parents (or students who are 18) can “opt out” of having any information on their child designated as directory information.
- **What should you do if ICE requests or demands “directory information” on a student?** Teachers should notify the building administrator. In turn, the building administrator should notify the Superintendent’s office. The District needs to verify that the information being requested is, in fact, “directory information” and that the parents have not opted out of having the information designated as “directory information.”
- **What should you do if ICE requests or demands information about a student’s parent(s)?** Teachers should notify the building . In turn, the building administrator should notify the Superintendent’s office. Minnesota law classifies data on parents as private data on individuals. Therefore, unless the data on parents have been properly designated as “directory information,” the District may not release data on parents.

## **WILL SCHOOLS CONTINUE TO BE TREATED AS “SENSITIVE LOCATIONS”?**

- **What is a “sensitive location”?** In the past, the U.S. Department of Homeland Security (DHS) and ICE identified the following as “sensitive locations”: daycares, preschools, primary schools, secondary schools, post-secondary schools, school bus stops, medical treatment facilities, and places of worship. The policy of DHS and ICE has been that enforcement activities—including surveillance, interviews, searches, and arrests—will not occur in sensitive locations, unless exigent or special circumstances exist.

- **Will schools continue to be treated as a “sensitive location” under the new administration?** On January 21, 2025, the acting Homeland Security Secretary appointed by President Trump issued a memo revoking the “sensitive location” policy.
- **What does revocation of the sensitive location policy mean?** ICE no longer has an internal policy prohibiting immigration enforcement in schools. That means ICE agents may enter schools to conduct immigration enforcement activities. As explained below, this does not mean that ICE agents have unfettered access to students at school. Schools must continue to comply with data privacy obligations and policies related to interviews with students by outside agencies.

## **ICE ACCESS TO STUDENTS AT SCHOOL**

- **What should you do if ICE enters the school building and demands to speak to a student?** Teachers should notify the building administrator. In turn, the building administrator should notify the Superintendent’s office. Without an arrest warrant, ICE does not have the authority to demand access to a student at school. Additionally, some districts have policies that generally prohibit outside agencies, including law enforcement agencies, from interviewing students on school property without parental consent, unless a health or safety emergency or other exigent circumstance exists.
- **What should you do if ICE enters the school building and presents and “administrative warrant” to speak to a student?** Teachers should notify the building administrator. In turn, the building administrator should notify the Superintendent’s office, so the Superintendent’s office can contact the District’s legal counsel. An administrative warrant may or may not be enforceable.
- **What should you do if ICE enters the school building and presents a “judicial warrant” to speak to a student or to remove a student from school property?** A judicial warrant must be signed by a federal or state court judge. An arrest warrant is an example of a judicial warrant. School districts must comply with a judicial warrant. The Superintendent’s office should be notified immediately of any judicial warrant that is served on a District employee. The building administrator may ask, but may not require, ICE officials to execute the warrant outside of school.
- **If ICE presents a judicial warrant to remove a student from school, may a District employee accompany the student with ICE until the student’s parent shows up?** No. District employees do not have any authority to accompany a student who is being arrested or detained, nor would ICE permit this.

## **WHAT IS THE ROLE OF SCHOOL STAFF WHEN ICE TAKES ACTION?**

- **If ICE detains a student’s parents, may a staff member “take in” the student and provide room and board to the student until the parents are released or another relative is identified?** No. District employees do not have any authority to assume the role of a legal guardian or to assume physical custody of a child.

- **What role should District employees play in any type of immigration action towards a student or family?** In the event that ICE becomes involved in an action with a student or family, District employees should not seek to interfere, to provide advice on how to evade ICE, or to provide legal advice. However, employees may provide resources to students and families and may help families connect with local resources, similar to the manner in which schools assist families with food or housing insecurities.
- **May staff members inform parents that ICE came to school and requested information about them or about their child?** Yes, unless the District has received a court order or grand jury subpoena prohibiting the District from disclosing information.
- **If ICE detains a student's parents and the student does not have any other emergency contacts listed, what should the District do?** If the District does not know of any other close relatives, the District must contact social services. Teachers or other staff who learn a student's parents have been detained should contact their building administrator to ensure contact with social services has been made.

# BOLD Elementary School Board Reports

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

## Mission Statement

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

## Vision Statement

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

## October 2025

### ACHIEVEMENT & OPPORTUNITY

GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.

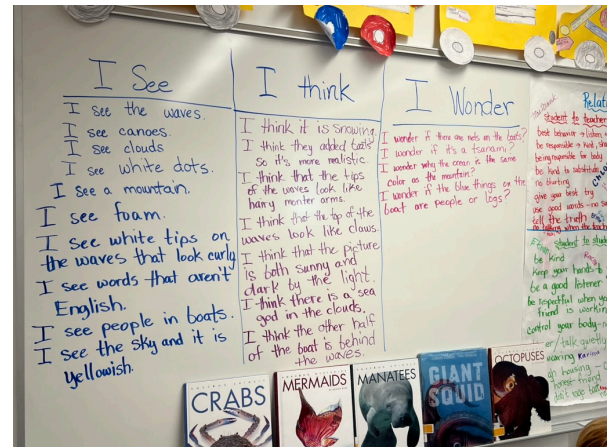


### Elementary Student Council



### Highlights from the classrooms

- STEAM project with outside exploration
- New curriculum implementation: showing deep thinkers, hard workers



### Upcoming-Family Time

Friday, October 31 at 2:00  
Halloween theme

### MDE's "Families READ" Website and Resources:

[Families READ Toolkit](#) (great resource for families to use to support reading at home)

<p><b>RECRUITMENT &amp; RETENTION</b></p> <p>GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.</p>	<p><b>Behavior concerns within the elementary</b></p> <p>What we are doing to try to tackle the issue:</p> <ul style="list-style-type: none"> <li>- Support through Coaching, SWWC Behavior Analyst</li> <li>- Interventions (ADSIS, Classwide)</li> <li>- Parent meetings</li> <li>- Creation of a Problem-solving team</li> </ul>																																				
<p><b>SAFETY &amp; WELLNESS</b></p> <p>GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.</p>	<p><b>Low Seminar; topics included</b></p> <p>K-3 Discipline (121A.425)</p> <ul style="list-style-type: none"> <li>- No changes; cannot suspend, expel, or exclude K-3 students</li> </ul> <p><b>Required Nonexclusionary Discipline</b></p> <ul style="list-style-type: none"> <li>- Collaborating with the pupil's family and other specialists, consultants.</li> <li>- Create a plan, written with the parent/guardian, that details</li> <li>- Providing a referral for needed support services</li> </ul> <p><b>Fill-the-Bucket</b></p> <ul style="list-style-type: none"> <li>- Our focus has been on how we treat others. Challenges include: greeting others, including others, standing up against bullying, etc.</li> <li>- Students have worked hard to earn a school-wide reward.</li> <li>- Students earn red tickets for living the Warrior Way.</li> </ul>																																				
<p><b>FACILITIES &amp; MAINTENANCE</b></p> <p>GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.</p>																																					
<p><b>ENROLLMENT</b></p>	<table border="1"> <thead> <tr> <th style="background-color: yellow;">Grade</th> <th style="background-color: yellow;">AUG</th> <th style="background-color: yellow;">SEPT</th> <th style="background-color: yellow;">OCT</th> </tr> </thead> <tbody> <tr> <td><b>K</b></td> <td>42</td> <td>40</td> <td>41</td> </tr> <tr> <td><b>1</b></td> <td>51</td> <td>49</td> <td>49</td> </tr> <tr> <td><b>2</b></td> <td>32</td> <td>31</td> <td>31</td> </tr> <tr> <td><b>3</b></td> <td>49</td> <td>47</td> <td>49</td> </tr> <tr> <td><b>4</b></td> <td>52</td> <td>55</td> <td>55</td> </tr> <tr> <td><b>5</b></td> <td>35</td> <td>34</td> <td>35</td> </tr> <tr> <td><b>6</b></td> <td>37</td> <td>36</td> <td>34</td> </tr> <tr> <td><b>ELEM TOTAL</b></td> <td>298</td> <td>292</td> <td>294</td> </tr> </tbody> </table>	Grade	AUG	SEPT	OCT	<b>K</b>	42	40	41	<b>1</b>	51	49	49	<b>2</b>	32	31	31	<b>3</b>	49	47	49	<b>4</b>	52	55	55	<b>5</b>	35	34	35	<b>6</b>	37	36	34	<b>ELEM TOTAL</b>	298	292	294
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# BOLD High School Board Report

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

### Mission Statement

"The mission of the BOLD School District is to:

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

### Vision Statement

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

### BOLD Pillars of Engagement

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

## October 2025 Report

<p><b>ACHIEVEMENT &amp; OPPORTUNITY</b></p> <p>GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.</p>	<ul style="list-style-type: none"><li>❖ 📅 25-26 Attendance and Behaviors</li><li>❖ 📄 Senior Interview Report Class of 2026.docx (Darryl's report on senior meetings.)</li><li>❖ FFA Pancake Breakfast</li><li>❖ Shop open house</li><li>❖ PSAT on 10/29</li><li>❖ First Quarter ended 10/28</li><li>❖ Adding a <b>Student Athlete Leadership Class</b>- <i>Explore the identity and expectations of being a student-athlete, focusing on their responsibilities and challenges. Activities will include guest speakers and journaling. Learn effective time management strategies to balance classes, practice, travel, and social life. Develop academic success skills, including study habits, note-taking, and tutoring, with a focus on GPA eligibility and professional communication. Gain knowledge on physical wellness focusing on nutrition and hydration.</i></li><li>❖ Adding a <b>Wildlife, Fisheries, and Ecology Management Class</b>- <i>This course introduces students to the principles of managing wildlife populations, fisheries, and natural ecosystems, with an emphasis on Minnesota species and habitats. Students will explore ecological relationships, conservation practices, and the human impact on natural resources. Topics include habitat management, population dynamics, species identification (fish, birds, mammals, and insects), and environmental stewardship.</i></li><li>❖ REACH students attended REACH Conference in Hutchinson and a PACT leadership event in Willmar. Also busy volunteering.</li><li>❖ Social studies classes are traveling to MN West Worthington to hear speaker and author who is a Sudan refugee.</li><li>❖ Career class has attended a couple of different career events</li><li>❖ Recognize staff and students for their resilience over the first weeks of school.</li></ul>
<p><b>RECRUITMENT &amp; RETENTION</b></p> <p>GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.</p>	<ul style="list-style-type: none"><li>❖ Climate &amp; Culture Committee first meeting on 10/20. (new committee)</li><li>❖ I am enrolled in two PD series at MDE: Building Compassion Resilience for Leaders and Supporting Staff Wellbeing and Resistance.</li><li>❖ Working on the MN Principal's Advisory Team with MDE</li><li>❖ North Collaborative Principal's Group first meeting.</li></ul>

<p><b>SAFETY &amp; WELLNESS</b></p> <p>GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.</p>	<ul style="list-style-type: none"> <li>❖ Two student presentations: <ul style="list-style-type: none"> <li>➤ Student Reach Minnesota- motivation and hope regardless of life circumstances</li> <li>➤ Joe Beckman: Importance of Human Connection</li> </ul> </li> <li>❖ 504 Law Seminar</li> </ul>
<p><b>FACILITIES &amp; MAINTENANCE</b></p> <p>GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.</p>	<ul style="list-style-type: none"> <li>❖</li> </ul>

High School Enrollment Report [+](#) K-12 Enrollment by Month [+](#) 7-12 Enrollment by Month

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>7</b>		64	66							
<b>8</b>		52	58							
<b>9</b>		45	46							
<b>10</b>		56	55							
<b>11</b>		47	47							
<b>12</b>		50	50							
<b>Total</b>	300	314	322							

# BOLD ACTIVITIES REPORT – 10/27/25

## 1. THANK YOU, SULLY!

- A. This winter will be the first sports season that Matt Sullivan hasn't coached at BOLD since the spring of 1998. That means Sully has coached one of our sports for 79 consecutive seasons over the past 26 years. I hope Sully continues to coach for BOLD, but regardless of his future decisions, I want to thank him for all his years of service to BOLD Warrior athletics!

## 2. WRESTLING COACH

- A. The search for a head wrestling coach has been a difficult process since Coach Caspers was not renewed as of late August. The position has been posted for approximately six weeks, and we have received four applications. My recommendation is that we look at a co-head coach position where Dan Kiecker and Matt Jahnke will share the head coach and assistant coach responsibilities and salaries. Since both of these coaches work off-campus, using a co-head coach model will allow us to always have a head coach present for practices and events, while working within a schedule that can work for our wrestling participants and our coaching staff.
- i. To do this effectively, we need to outline the responsibilities of each coach:
    1. Coach Matt Jahnke will have control of meet strategy and practice planning.
    2. Coach Dan Kiecker will have control of the girls' program and program administration.
    3. Both coaches will be involved with scheduling, recruiting athletes, finding paid & volunteer coaches,
  - ii. Our weekly schedule will consist of the following:
    1. Monday: 3:30 - 4:30 Weight Room + 5:00 - 7:00 PM Practice
    2. Tuesday: 3:30 - 5:30 PM Practice
    3. Wednesday: 5:30 - 7:30 AM (except when we have a Tuesday meet on 12/2, 1/13, 1/20)
      - a. On 12/3, 1/24, 1/21 we will hve practice from 4:00 - 6:00 PM & w/o Coach Jahnke
    4. Thursday: 5:30 - 7:30 AM (We only have 3 Thursday practices on 11/20, 12/18, 1/29)
    5. Friday: 4:00 - 6:00 PM Practice
  - iii. If the co-head coaching proposal is approved by the board, the two co-head coaches and I will meet to discuss the full year's practice schedule to allow parents to plan for practices that are outside the normal times.
  - iv. We will host a parent meeting in the new wrestling room before the season to explain the schedule, any changes to rules/policies with the program, and the coaching responsibilities.

### **3. FALL ACTIVITIES UPDATE**

- A. The BOLD volleyball team finished 5th in the West Central Conference with a 16-10 overall record. The girls were seeded 6th in Section 2A. We hosted and defeated Sleepy Eye in the first round on Monday, October 20. On Thursday, October 23, the girls travel to Sibley East High School to play the #3 seed Cedar Mountain. If they win, they will play on Tuesday, October 28, vs. the winner of Cleveland and New Ulm Cathedral.
- B. The BOLD football team finished 6th in the Purple Division of the Mid-South District and was seeded #6 in Section 3A. The boys played at R-T-R on Tuesday, October 21, and lost 6-13.
- C. The BOLD cross country team has its section meet at LQPV on Thursday, October 23.
  - i. Keeley Jansen finished 6th in the West Central Conference race and was awarded all-conference honors. Keeley is BOLD's first all-conference runner in the past 3 seasons!

# Community Ed - Board Report

October 2025

## Grant Awarded

BOLD Community Education received a \$4,387.50 grant from the Bird Island–Olivia Community Foundation (BIOCF) to support *Parent's Night Out* and *Warrior Kids Summer Camp*.

## Net Profit – Fall Community Education Programs

- Cheerleading: **\$130**
- 5th & 6th Grade Tackle Football: **\$190**
- Youth Volleyball Clinic: **\$798.72**
- Flag Football: **\$1,066.92**
- Cross Country Fun Run: **\$111.02**
- 4-H Clover Adventures: **\$240**
- 4-H Robolab: **\$220**

## Upcoming Adult Activities

- **Women's Indoor Volleyball** – Begins November 2 (Sundays)
- **Indoor Walking & Pickleball** – Tentative Start Date: November 17 (Monday, Tuesday, Wednesday, & Friday)
- **Men's Morning Basketball** – Tentative Start Date: November 17 (Days Vary)

## Parent's Night Out

Our first *Parent's Night Out* event will be held **Friday, October 24**, at the Olivia Armory.

- A total of **50 children** have registered to attend.
- Susan Henriksen is our adult supervisor
- We have four high school students helping run the event

## Food Service Report

The USDA ruling that went into effect this year states that all produce that is purchased for consumption in the SNL program must be grown and processed in the United States.

You may have noticed that on our school menu's you haven't seen mandarin oranges, pineapple, or bananas this year.

They are not grown or processed in the United States.

Fruits that we have been using are:

Local-grown apples from Louise Anderson

Watermelon, Cantaloupe, Honeydew, Strawberries, Blueberries, fresh oranges, applesauce, pears, and peaches.

## **BOLD Community Pool Update – October, 2025**

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

### **Facility Updates**

- **Construction is still underway**, but we are making steady progress with working fobs on the outside doors and finally inside the main pool door.
- **The new main entrance** has been in use since early September. We are still working on a few things.

### **Programs & Events**

- **A new Special Event for Families** happened on October 12th. We had a fair turn out and the families that attended enjoyed themselves.
- **New AM Water Exercise Class** started on Monday, October 20th. We had fair numbers and are hoping to have more for the next class.
- To help spread the word we put Ads in the Shopper and Renville County Register.
- We continue to have good to great numbers for our ongoing regular programming.
- **The Remind App** is now being used to communicate timely updates, cancellations, and program announcements. We have several people signed up with more being added every week.

### **Ongoing Programming – October**

- **Adult Lap Swim (AM)**: Mondays, Wednesdays, and Fridays
- **Water Exercise & Evening Lap Swim**: Mondays and Wednesdays
- **Orcas Swim Team** practices are Tuesday and Thursday and started in September
- **Shared Locker Rooms**: Please note that locker room sharing with other sporting events has continued from September through winter.

### **Upcoming Plans**

- A **Lifeguarding Course** is being planned for winter (dates to be announced).
- **Open Swim during Winter Break** in December.
- **Open Swim** will return in January and February.
- Planning has started for the **5th and 6th Grade Swimming Unit**.
- A **WSI (Water Safety Instructor) Course** is also being planned, with sessions starting in March— on Weekends.


### **Stay Connected**


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

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

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

**Tracey Johnson** Pool Coordinator, BOLD Community Pool

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

 320-523-1031 ext. 3152

Facilities board report (10/22/25)

**Struggles/Concerns:**

- Getting the boilers dialed in to work remotely. We spent the majority of the morning today (10/22) making sure they cycled correctly.
- No heat in the library for the remainder of the year, nexus is going to be supplying heaters to make sure the room is comfortable for staff and students. We will see...

**Accomplishments:**

- Got the masonite down and bleachers moved over at Bird Island for the play.
- Got the second floor science rooms cleared out and ready for demo work.
- Fixed the tan mini van
- Got rid of 3 connex containers
- Officially switched vendors for all of our products. Will now be using Hillyard instead of Dalco.

**Working on:**

- Getting all of our winter equipment ready to go before snow falls
- Getting the football field, concession stands, and irrigation winterized

### **Property:**

- Do you have a Statement of Values for BOLD's properties?
  - The Statement of Values provides a clearer understanding of how each building is covered and gives a true value of the properties.
- Does BOLD have Builders Risk insurance for the remodel that Nexus is doing?
  - Nexus likely purchased this for the project, but needs to be confirmed.
- 1% Wind/Hail Deductible.
  - Based on the current value of the Real Property, BOLD's Wind/Hail deductible would be \$725,990.52.
  - North Risk would look for Wind/Hail Deductible Buy Down options that can greatly decrease the deductible, and provide it as a flat rate rather than percentage-based.
- Ordinance or Law Coverage: \$500,000
  - Includes demolition costs should part of the building be damaged.
  - Includes increased cost of construction due to changes in code.
  - \$500,000 likely not enough given the age of the buildings.
- Debris Removal: \$250,000
  - In the event of substantial damage, \$250,000 is likely not enough to cover debris removal expenses.
- Pollution Clean Up: \$100,000
  - Insufficient in the event of a spill or seepage from underground pipes or fuel oil into the soil.

### **Sexual Misconduct Liability:**

- Retroactive Date: 7/1/2023
  - This is problematic and a high priority to determine why the retroactive date only goes back two years. BOLD, through its agent, needs to determine why this is the case.
  - Depending on the circumstances, could exclude coverage for an incident prior to 7/1/2023.

### **Active Shooter Policy/Violent Event Coverage:**

- The \$300,000 aggregate limit is low relative to standalone policy
- The \$25,000 per person limit falls short of standalone policy
- Beyond the limits, the coverage is limited in how it supports the school after a Violent Event, for example, post-crisis counseling.

### **Employee Benefits Liability:**

- Retroactive Date: 7/1/2024
  - Limits coverage for mismanagement of health benefits prior to 7/1/2024

### **Workers Compensation:**

- Policy was not in place for 2+ months with no confirmation.
- While we didn't get a chance to review the policy, you asked if BOLD is able to rescind its workers comp claim that was filed with AmTrust. It's unlikely you can rescind the claim, but you can call and ask to close the claim without taking any further action. This will ensure that the claim is filed with the carrier, while there won't be any payout. The injured worker may need to write and sign a document stating her choice to close the claim, but AmTrust should be able to walk you through how to do that. Their claims team number is 888-239-3909.

### **Umbrella:**

- Umbrella coverage is low relative to standard. Adding an additional \$1M or \$2M would not be overly expensive and would be more in line with standard school policies
- Does your Workers Compensation fall under the Umbrella now? When reviewing the policies, Workers Comp was not on the Umbrella policy.
  - This should have been noticed during the policy review and would have been further confirmation whether BOLD had Workers Comp.

### **Crime:**

- Employee Theft – Per Loss is only \$250,000.
- Forgery or Alteration only \$100,000.

### **Cyber:**

- \$10,000 deductible for very limited coverage.
- Only have \$25,000 coverage for Cyber Extortion (Ransomware attack)
- Only \$25,000 coverage for Misdirect Payment Fraud (Funds Transfer Fraud)
- BOLD needs to obtain a standalone Cyber policy that addresses the gaps in coverage as well as the low limits. Standard limits for Cyber are \$1M, with higher sublimits for Ransomware and Cyber Crime.
- Sharing BOLD's work in fortifying its cyber security would be beneficial in getting a favorable rate from carriers. Utilizing Multi Factor Authentication, firewalls, and having Data Backups demonstrate best practices.

North Risk's goal in working with BOLD would be to advocate on your behalf and service your account in a responsive manner that ensures the district's needs are met. With a dedicated team of school experts who work with over 170 schools, we appreciate the chance to partner with BOLD as it right sizes its program. Our team is ready to begin work immediately with BOLD, should you choose to work with us.



COVERAGE ANALYSIS & RECOMMENDATIONS		
Coverage	COMMENTS	Priority
Property	<ul style="list-style-type: none"> <li>• Real Property: \$72,599,052</li> <li>• Personal Property: \$11,134,727</li> <li>• Business Income: \$500,000 – low relative to industry standard</li> <li>• 1% wind/hail deductible (\$725,990.52)</li> <li>• Debris Removal: \$250,000 – low relative to industry standard</li> <li>• Ordinance or Law: \$500,000 – low relative to industry standard</li> <li>• Interruption of Computer Operations due to a Cyber Incident: \$25,000 – low</li> <li>• Water Damage Deductible: \$50,000 each location</li> <li>• Pollution Clean Up: \$100,000</li> </ul>	<p>High</p> <p>High</p> <p>Mid</p> <p>High</p> <p>Mid</p> <p>High</p> <p>High</p> <p>High</p> <p>Mid</p>
General Liability	<ul style="list-style-type: none"> <li>• \$1M/\$2M – standard limits</li> <li>• \$5,000 Medical Expense Limit – seems low relative to industry standard</li> </ul>	High
Sexual Misconduct Liability	<ul style="list-style-type: none"> <li>• \$1M / \$1M Limit ; \$10,000 Deductible</li> <li>• Retro Date: 7/1/2023</li> </ul>	High High
Active Shooter Policy	<ul style="list-style-type: none"> <li>• Only Violent Event Coverage Add-on embedded in General Liability</li> <li>• \$300,000 Aggregate Limit</li> <li>• \$25,000 each person limit</li> <li>• \$15,000 Death Benefit Limit</li> <li>• Post-crisis counseling only available for 90 days and only if the person was a “hostage” or incurred “serious bodily injury”</li> </ul>	High High High High High
E&O / EPLI	<ul style="list-style-type: none"> <li>• \$1M Each Wrongful Act / \$1M Aggregate Limit</li> <li>• \$100,000 Aggregate Defense Expense Amount – Non-Monetary: low relative to industry</li> <li>• Retro Date: 7/1/2003</li> </ul>	High Mid High
Employee Benefits Liability	<ul style="list-style-type: none"> <li>• \$1M/\$1M Limits; \$1,000 Deductible per employee</li> <li>• Retro Date: 7/1/2024</li> </ul>	Mid High
Fiduciary Liability	<ul style="list-style-type: none"> <li>• Does not appear in policies. Likely no coverage</li> </ul>	Mid
Crime	<ul style="list-style-type: none"> <li>• Employee Theft – Per Loss: \$250,000                             <ul style="list-style-type: none"> <li>◦ Suggested at least \$1M</li> </ul> </li> <li>• Forgery or Alteration: \$100,000                             <ul style="list-style-type: none"> <li>◦ Suggested at least \$500,000</li> </ul> </li> <li>• No Money Orders Fraud Coverage</li> <li>• No Fraudulent Impersonation Coverage</li> </ul>	High High Mid High
Business Auto	<ul style="list-style-type: none"> <li>• Only 3 vehicles – Is this accurate? Do you outsource buses?</li> <li>• Comp and Collision on all vehicles – Could add symbol 2 instead of 7 (any owned auto vs scheduled)</li> <li>• Deductible is \$2,500 – Could likely be lower for minimal cost</li> </ul>	High Mid Low
Umbrella	<ul style="list-style-type: none"> <li>• \$2M/\$2M limit – seems low relative to industry standard</li> <li>• No Workers Comp under Umbrella</li> </ul>	Mid Mid
Work Comp	<ul style="list-style-type: none"> <li>• In place with AmTrust as of September 2025. Not reviewed.</li> </ul>	Mid
Cyber	<ul style="list-style-type: none"> <li>• Cyber Suite Endorsement - charging \$5,000 premium for an endorsement policy</li> <li>• Deductible: \$10,000</li> <li>• First Party Annual Aggregate Limit: \$500,000 – low relative to industry standard                             <ul style="list-style-type: none"> <li>◦ Cyber Extortion: \$25,000 sublimit</li> <li>◦ Misdirected Payment Fraud: \$25,000 sublimit</li> <li>◦ Computer fraud: \$25,000 sublimit</li> </ul> </li> <li>• Third Party Defense Annual Aggregate Limit: \$250,000 – low</li> <li>• Third Party Liability Annual Aggregate Limit: \$250,000 – low</li> </ul>	High High High High High High

Adopted: 10-27-25

MSBA/MASA Model Policy 208

Orig. 1995

Revised: 06/07/2022

Rev. 2022

## **208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES**

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

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

### **III. DEVELOPMENT OF POLICY**

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

### **IV. ADOPTION AND REVIEW OF POLICY**

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two 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**

- 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 policies 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; 533 Wellness; 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 (General Powers of Independent School)  
Minn. Stat. § 123B.09, Subd. 1 (Boards of Independent School Districts)

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

**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 co-curricular 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 part 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 the Principal(s) 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)

**INDEPENDENT SCHOOL DISTRICT NO. 2534  
BULLYING REPORT FORM**

**General Statement of Policy Prohibiting Bullying, including Cyber Bullying**

Independent School District No. 2534 maintains a firm policy prohibiting all forms of bullying. The term bullying specifically includes cyberbullying as defined in Policy 514. All persons are to be treated with respect and dignity.

"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. "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.

Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Home/Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Date(s) of Alleged Incident(s): \_\_\_\_\_

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

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

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

Where and when did the incident(s) occur?  
\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_  
\_\_\_\_\_

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

Complainant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT NO. 2534  
BULLYING REPORT FORM**

**General Statement of Policy Prohibiting Bullying, including Cyber Bullying**

Independent School District No. 2534 maintains a firm policy prohibiting all forms of bullying. The term bullying specifically includes cyberbullying as defined in Policy 514. All persons are to be treated with respect and dignity.

"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.

"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.

Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Home/Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Date(s) of Alleged Incident(s): \_\_\_\_\_

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

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

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

Where and when did the incident(s) occur?  
\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present:  
\_\_\_\_\_  
\_\_\_\_\_

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

Complainant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## **535 SERVICE ANIMALS IN SCHOOLS**

### **I. PURPOSE**

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

### **II. GENERAL STATEMENT OF POLICY**

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

### **III. DEFINITIONS**

A. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

B. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

C. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

D. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.

2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship are not “work or tasks” for the purposes of this policy.

#### **IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
  - B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.
  - C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.
- [NOTE: The 2024 Minnesota legislature revised Minn. Stat. 3631.19, as reflected in Paragraphs B. and C.]**
- D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person’s disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
    1. Is the service animal required because of a disability; and
    2. What work or tasks is the service animal trained to perform.

- E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

## **V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

## **VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

## **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
  - 1. Any of the requirements described in Part V., above, are not met.
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
  - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
  - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

## **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

#### **IX. ALLERGIES; FEAR OF ANIMALS**

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

#### **X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

#### **XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

#### **XII. LIABILITY**

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

**Legal References:** Section 504 of the Rehabilitation Act of 1973  
28 C.F.R. § 35.104 (ADA Regulations)  
28 C.F.R. § 35.130(b)(7) (ADA Regulations)  
28 C.F.R. § 35.136 (ADA Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
Minn. Stat. § 256C.02 (Public Accommodations)  
Minn. Stat. § 363A.19 (Discrimination Against Disabilities Prohibited)  
Minn. Stat. § 609.226 (Harm Caused by Dog)  
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

**Cross References:** MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

## APPROVAL REQUEST FORM FOR USE OF A SERVICE ANIMAL

Please turn in your request to the Superintendent

Student/Employee Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or authorized representative name(s) and contact information (*please include email, phone number, and address*): \_\_\_\_\_

Building: \_\_\_\_\_

Type of service animal: \_\_\_\_\_

Name of service animal: \_\_\_\_\_ Name of handler: \_\_\_\_\_

Is the service animal required because of a disability: \_\_\_\_\_

What work or tasks is the service animal trained to perform: \_\_\_\_\_

### Checklist for Completion of Form

Attached is documentation that the service animal is:

- Properly licensed
- Properly and currently vaccinated

I have read and understand the School District's policy regarding service animals and will abide by the terms of the policy.

I understand that if my service animal: is out of control and/or the animal's handler does not effectively control the animal's behavior; is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a direct threat to the health and safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my service animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my service animal. I agree to indemnify, defend, and hold harmless the School District, its school board members, administrators, employees, and agents, from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my service animal.

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.

Adopted: ~~November 25, 2024~~ October 27, 2025

MSBA/MASA Model Policy 806

Orig. 1999

Revised: ~~June 4, 2024~~ June 16, 2025

Rev. 2025

## 806 CRISIS MANAGEMENT POLICY

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

### I. PURPOSE

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

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

### II. GENERAL INFORMATION

#### A. The Policy and Plans

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

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

#### B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

- ~~a. In all cases of emergency, staff are to use their best judgment in the moment, making decisions based on the immediate situation.~~
- ~~b. The intercom system will be used to communicate critical information to the building. Announcements will be made and repeated if possible. All staff, students, and visitors must listen carefully to these announcements and follow the instructions provided.~~
- ~~c. During lockdown and evacuation situations, we will follow the **ALICE** (Alert, Lockdown, Inform, Counter, Evacuate) training guidelines. These steps prioritize safety through flexibility, allowing staff and students to adjust based on the circumstances they face.~~

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

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

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

a. Lock-Down Procedures

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

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

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

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

c. Sheltering Procedures

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

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

2. Crisis-Specific Procedures

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

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

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

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures,

evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

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

b. Leaders

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

### III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

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

2. Students and Parents

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

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

**[NOTE: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]**

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

**[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]**

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]**

### C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses,

water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

**[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]**

**[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]**

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]**

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]**

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrators will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]**

**IV. ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

- b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction

through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

**[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]**
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and
  - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

#### V. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

#### VI. **MISCELLANEOUS PROCEDURES**

##### A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

**[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]**

##### B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 121A.038 (Students Safe at School)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses)  
Minn. Rules Ch. 7511 (Fire Code)  
20 U.S.C. § 1681, et seq. (Title IX)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
*Comprehensive School Safety Guide*  
[Minnesota School Safety Center - Resources \(mn.gov\)](https://mn.gov/schoolsafetycenter/)

**Resources:** I Love U Guys Foundation, Standard Response Protocol  
<https://iloveu guys.org/The-Standard-Response-Protocol.html> (012325)

Safe and Sound Schools  
<https://safeandsoundschools.org/> (012325)

#### **416 DRUG, ALCOHOL, AND CANNABIS TESTING**

**[NOTE: Drug, alcohol, and cannabis testing of school bus drivers and driver applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Drug and alcohol testing of other employees or drug and alcohol testing of school bus drivers beyond that mandated by federal law is optional and can be done under state law only if a policy containing provisions, such as the provisions of Part IV. of this policy, is adopted. Cannabis testing of school employees and school bus drivers shall conform to federal and Minnesota law. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo cannabis testing or drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]**

#### **I. PURPOSE**

- A. The school board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug, alcohol, and cannabis use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

#### **II. GENERAL STATEMENT OF POLICY**

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school

district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.
- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
  - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
  - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
  - 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or
  - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

### **III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS**

#### **A. General Statement of Policy**

All persons subject to commercial driver's license requirements shall be tested for alcohol, cannabis (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

#### **B. Definitions**

- 1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. “Alcohol Screening Device” (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. “Commercial Motor Vehicle” (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver:
  - (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
  - (b) fails to remain at the testing site until the testing process is complete;
  - (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
  - (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test;
  - (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists;
  - (f) fails or declines to take an additional test as directed by the school district or the collector;
  - (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER;
  - (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms);
  - (i) fails to

follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.
16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

**[NOTE: Federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers (49 Code of Federal Regulations, section 382.601). Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of Section C.]**

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of

Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

**[NOTE: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she received a copy of these materials (49 Code of Federal Regulations, section 382.601(d)). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]**

D. Alcohol and Controlled Substances Testing Program Manager

**[NOTE: School districts are required by federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation (49 Code of Federal Regulations, section 382.601(b)(1)).]**

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

**[NOTE: The specific prohibitions for drivers are contained, in large part, in 49 Code of Federal Regulations, sections 382.201-382.215.]**

1. Alcohol Concentration

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession

No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use

No driver shall use alcohol while performing safety-sensitive functions.

4. Pre-Duty Use

No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.

5. Use Following an Accident

No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test

No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.

7. Use of Controlled Substances

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when

the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance

No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition

Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

**[NOTE: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations (49 Code of Federal Regulations, section 382.505).]**

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

**[NOTE: School districts must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and reports regarding CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]**

1. Pre-Employment Testing

**[NOTE: 49 Code of Federal Regulations, section 382.301 details the requirements for pre-employment testing.]**

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.  
**[NOTE: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]**
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.  
**[NOTE: Federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible (49 Code of Federal Regulations, section 382.413, and 49 Code of Federal Regulations, section 40.25). If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]**
- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

[NOTE: 49 Code of Federal Regulations, section 382.303, governs post-accident testing of drivers.]

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

[NOTE: 49 Code of Federal Regulations, section 382.305 governs random testing of drivers.]

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.  
**[NOTE: The Federal Highway Administration (FHWA) set the random alcohol selection and testing rate at 10% of the average number of driver positions and evaluates this minimum percentage each year. School districts can elect to stay at the 1998 level of 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]**
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.

- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

**[NOTE: 49 Code of Federal Regulations, section 382.307 governs reasonable suspicion testing of drivers.]**

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

**[NOTE: 49 Code of Federal Regulations, sections 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]**

5. Return-To-Duty Testing

A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

**[NOTE: 49 Code of Federal Regulations, sections 382.311, 40.307, and 40.309 govern follow-up testing.]**

6. Follow-Up Testing

When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

**[NOTE: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations, sections 40.191, 40.261, and 382.211. They are more specifically addressed in 49 Code of Federal Regulations, sections 382.501-382.507 and in 49 United States Code, section 521(b).]**

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

**[NOTE: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program (49 Code of Federal Regulations, section 40.45).]**

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide

a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
  - (1) The donor expressly declines the opportunity to discuss the test results;
  - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
  - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

**[NOTE: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 Code of Federal Regulations, section 40.225.]**

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

**[NOTE: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minnesota Statutes, section 221.031, subdivision 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district’s legal counsel is recommended.]**

- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
  - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
  - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
  - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be Olivia Hospital & Clinic, 100 Healthy Way, Olivia, MN 56277, 800-916-1836, which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

**[NOTE: The federal recordkeeping requirements for school districts are detailed in the federal regulations, 49 Code of Federal Regulations, sections 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]**

2. The required records shall be retained for the following minimum periods:

Basic records	5 years
"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.	
Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
  - (1) Any on-duty alcohol use;
  - (2) Any pre-duty alcohol use;
  - (3) Any alcohol use following an accident; and
  - (4) Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;

- g. Any negative return-to-duty test; and
- h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal

The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

**[NOTE: Subparagraphs b. and c., below, are based on the provisions of 49 Code of Federal Regulations, section 40.289.]**

- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

**[NOTE: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:**

**b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]**

- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform

safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

**[NOTE: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minnesota Statutes, sections 181.950-181.957. See Minnesota Statutes, section 221.031, subdivision 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]**

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

- 1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed

the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations, section 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

#### **IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES**

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

##### **A. Definitions**

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.

4. “Drug and Alcohol Testing,” “Drug or Alcohol Testing,” and “Drug or Alcohol Test” mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. “Job Applicant” means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver’s license, and includes a person who has received a job offer made contingent on the person’s passing drug or alcohol testing. Job applicants for positions requiring a commercial driver’s license are governed by the provisions of the school district’s drug and alcohol testing policy relating to school bus drivers (Section III).
8. “Oral fluid test” means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:
  - a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and
  - b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

**[NOTE: The 2024 Minnesota legislature added oral fluid tests.]**

9. “Other Employees” means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver’s license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver’s license are primarily governed by the provisions of the district’s drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver’s license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of “other employees.”
10. “Positive Test Result” means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
11. “Random Selection Basis” means a mechanism for selection of employees that:
  - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

- b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
  - 12. “Reasonable Suspicion” means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
  - 13. “Safety-Sensitive Position” means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.
- B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required: Exceptions

1. General Limitations

- a. The school district may not request or require an employee or job applicant whose position does not require a commercial driver’s license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.

**[NOTE: The 2024 Minnesota legislature amended this provision.]**

- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver’s license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver’s license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant’s passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the

event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.
- d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.

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

5. Random Testing

The school district may request or require “other employees” to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of cannabis, drugs, or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of

this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing  
Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
- d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.
- e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in

addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
  - b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

**Attachments F and G** to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district

after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

- b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and

4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes, chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, alcohol, and cannabis testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment H to this policy.

V. **POSTING**

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 43A (State Personnel Management)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 152.32 (Protections for Registry Program Participation)  
Minn. Stat. § 176.011, Subd. 16 (Definitions; Personal Injury)  
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)  
Minn. Stat. § 221.031 (Motor Carrier Rules)  
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)  
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol  
Test Results of Commercial Motor Vehicle Operators)  
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)  
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus  
Transportation Employee Testing Act of 1991)  
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

**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 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)



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ISD 2534-01

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Tim Tydlacka, Superintendent  
Kristine Flohrs Krafka, K-6 Principal  
Melissa Hoffman Bodin, 7-12 Principal  
Derek Flann, Dean of Students/Activities Director

## ATTACHMENTS TO DRUG, ALCOHOL, AND CANNABIS TESTING POLICY

Attachments A through C are to be used in conjunction with the drug and alcohol testing of school bus drivers and driver applicants.

- Attachment A is a "**Driver Acknowledgment-Drug and Alcohol Testing Policy Materials**" form that should be used to document receipt of the policy and other materials by drivers and driver applicants. It is referred to in Article III., Section C., Paragraph 4. of the policy.
- Attachment B is a "**Bus Driver or Driver Applicant-Authorization to Release Information**" form. It is referred to in Article III., Section H., Paragraph 1. of the policy
- Attachment C is a "**Consent to Clearinghouse Full Query**" form. It is referred to in Article III, Section H, Paragraph e of the policy.
- Attachment D is a "**Bus Driver or Driver Applicant-Refusal to Submit to Testing**" form. It is referred to in Article III., Section H., Paragraph 8. of the policy.

Attachments E through H are to be used in conjunction with drug, cannabis, and alcohol testing of non-bus drivers and applicants.

- Attachment E is a "**Pretest Notice**" that must be provided to non-school bus driver employees or job applicants before requesting that the employee or job applicant undergo drug or alcohol testing. It is referred to in Article IV., Section E., Paragraph 1. of the policy.
- Attachment F is a "**Notice of Test Results and Various Rights**" which should be used by the District when notifying non-school bus driver employees or job applicants of test results and other rights. It is referred to in Article IV., Section E., Paragraph 6. of the policy.
- Attachment G is an "**Explanation of Positive Test Result**" form which should be used by the school district to request that the employee or job applicant submit information to the school district relevant to the reliability of, or explanation for, a positive test result. It is referred to in Article IV., Section E., Paragraph 4. of the policy.
- Finally, the District may wish to use Attachment H, entitled "**Acknowledgment-Drug Alcohol, and Cannabis Testing Policy,**" to document that written notice of the policy was given to all affected employees. It is referred to in Article IV., Section J. of the



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Derek Flann, Dean of Students/Activities Director

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**— DRIVER ACKNOWLEDGMENT —  
DRUG AND ALCOHOL TESTING POLICY AND MATERIALS  
ATTACHMENT A**

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. 2534-01, Bird Island-Olivia-Lake Lillian Public School District, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Federally Mandated Drug and Alcohol Testing for School Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver’s license.

The District’s policy was provided to me:

- Upon adoption of the policy (employee).
- Upon my hire (job applicant/new employee).
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual’s health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem; and available methods of intervening when an alcohol or drug problem is suspected.

I have been advised that the Alcohol and Controlled Substances Testing Program Manager is the **Superintendent** and that any questions I may have concerning the Policy should be directed to the Program Manager.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee/Applicant

\_\_\_\_\_  
Typed or Printed Name



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**— BUS DRIVER OR DRIVER APPLICANT —  
AUTHORIZATION TO RELEASE INFORMATION  
ATTACHMENT B**

Section I. To be completed by the school district, signed by the bus driver, or driver applicant, and transmitted to the previous employer:

Employee Printed or Typed Name: \_\_\_\_\_

Employee SS or ID Number: \_\_\_\_\_

I hereby authorize release of information from my Department of Transportation regulated drug and alcohol testing records by my previous employer, listed in Section I-B, to the employer listed in Section I-A. This release is in accordance with DOT Regulation 49 CFR Part 40, Section 40.25. I understand that information to be released in Section II-A by my previous employer, is limited to the following DOT-regulated testing items:

1. Alcohol tests with a result of 0.04 or higher;
2. Verified positive drug tests;
3. Refusals to be tested;
4. Other violations of DOT agency drug and alcohol testing regulations;
5. Information obtained from previous employers of a drug and alcohol rule violation;
6. Documentation, if any, of completion of the return-to-duty process following a rule violation.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Section I-A.

School District Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Designated Employer Representative: \_\_\_\_\_

Section I-B.

Previous Employer Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

Designated Employer Representative (if known): \_\_\_\_\_



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Section II. To be completed by the previous employer and transmitted by mail or fax to the new employer:

Section II-A. In the two years prior to the date of the employee's signature (in Section I), for DOT-regulated testing:

1. Did the employee have alcohol tests with a result of 0.04 or higher? YES \_\_\_ NO \_\_\_
2. Did the employee have verified positive drug tests? YES \_\_\_ NO \_\_\_
3. Did the employee refuse to be tested? YES \_\_\_ NO \_\_\_
4. Did the employee have other violations of DOT agency drug and alcohol testing regulations? YES \_\_\_ NO \_\_\_
5. Did a previous employer report a drug and alcohol rule violation to you? YES \_\_\_ NO \_\_\_
6. If you answered "yes" to any of the above items, did the employee complete the return-to-duty process? N/A \_\_\_ YES \_\_\_ NO \_\_\_

NOTE: If you answered "yes" to item 5, you must provide the previous employer's report. If you answered "yes" to item 6, you must also transmit the appropriate return-to-duty documentation (e.g., SAP report(s), follow-up testing record).

Section II B.

Name of person providing information in SectionII-A: \_\_\_\_\_

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_

Date: \_\_\_\_\_



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**— BUS DRIVER OR DRIVER APPLICANT —**  
**CONSENT TO SCHOOL DISTRICT CONDUCT OF CLEARINGHOUSE FULL QUERY**  
**ATTACHMENT C**

Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver’s License (CDL) Drug and Alcohol Clearinghouse (“Clearinghouse”) to obtain information about whether the driver

- (1) has a verified positive, adulterated, or substituted controlled substances test result;
- (2) has an alcohol confirmation test with a concentration of 0.04 or higher;
- (3) has refused to submit to a test in violation of federal law; or
- (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law.

The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

I consent to the school district’s conduct of a Clearinghouse full query.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee/Applicant

\_\_\_\_\_  
Typed or Printed Name



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**— BUS DRIVER OR DRIVER APPLICANT —  
REFUSAL TO SUBMIT TO TESTING  
ATTACHMENT D**

I hereby refuse to submit to drug/alcohol testing by doing the following (check all that apply):

- Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
- Failing to remain at the testing site until the testing process is complete;
- Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
- Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;
- Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;
- Failing or declining to take a second test as directed;
- Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designated Employer Representative (DER);
- Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form;
- Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
- Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- Admitting to the collector or MRO that the driver adulterated or substituted the specimen; or
- Having a verified adulterated or substituted test as reported by the MRO.

**[NOTE: An applicant who fails to appear for a preemployment test, who leaves the testing site before the preemployment testing process commences, or who does not provide a urine specimen because he or she left before it commences, is not deemed to have refused to submit to testing.]**



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I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee/Applicant

Supervisor: \_\_\_\_\_

Typed or Printed Name

\_\_\_\_\_  
Supervisor's Signature

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee refusal to sign

*Supervisor's Initials:* \_\_\_\_\_



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— **PRETEST NOTICE** —  
**ATTACHMENT E**

I, the undersigned employee/job applicant of Independent School District No. 2534-01, Bird Island-Olivia-Lake Lillian Public School District, Minnesota (“School District”) do hereby acknowledge that I have been provided a copy of the School District’s Drug, Alcohol, and Cannabis Testing Policy.

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee/Applicant

\_\_\_\_\_  
Typed or Printed Name



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— NOTICE OF TEST RESULTS AND VARIOUS RIGHTS —  
ATTACHMENT F

**Employee Name:** \_\_\_\_\_

**Employee Address:** \_\_\_\_\_

**RE: Drug, Alcohol, and/or Cannabis Test**

**Date of Testing:** \_\_\_\_\_

### NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

Test Results:

Independent School District No. 2534-01, Bird Island-Olivia-Lake Lillian Public School District, Minnesota has received the test result report from the testing laboratory:

- Your initial screening test result was negative.
- Your confirmatory test result was negative.
- Your confirmatory test result was positive.

Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test or cannabis test.

Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled “Explanation of Positive Test Result” for this purpose.

Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are



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followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

### Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

#### A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
  - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
  - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.



# BOLD

**Bird Island-Olivia-Lake  
Lillian School District**  
ISD 2534-01

701 S. 9<sup>th</sup> Street  
Olivia, MN 56277  
Ph.# 320-523-1031 Fax: 320-523-2399  
Tim Tydlacka, Superintendent  
Kristine Flohrs Krafka, K-6 Principal  
Melissa Hoffman Bodin, 7-12 Principal  
Derek Flann, Dean of Students/Activities Director

- 
4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.
  5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.
- B. **Withdrawal of Applicant's Job Offer**
- If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug, alcohol, and/or cannabis testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.



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— EXPLANATION OF POSITIVE TEST RESULT —  
ATTACHMENT G

I, the undersigned employee/job applicant of Independent School District No. 2534-01, Bird Island-Olivia-Lake Lillian Public School District, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This includes my right to explain the positive test result on a confirmatory test.

I am currently taking or have recently taken:

- no over-the-counter or prescription medications; or
- the following over-the-counter or prescription medications:

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I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

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Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee/Applicant

\_\_\_\_\_  
Typed or Printed Name



# BOLD

**Bird Island-Olivia-Lake  
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**— ACKNOWLEDGMENT —  
DRUG, ALCOHOL, AND CANNABIS TESTING POLICY  
ATTACHMENT H**

I have received a copy of the Drug, Alcohol, and Cannabis Testing Policy of Independent School District No. 2534-01, Bird Island-Olivia-Lake Lillian Public School District, Minnesota and have read it in its entirety.

The District's policy was provided to me:

- Upon adoption of the policy (employee)
- Upon my hire (job applicant/new employee)
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug, alcohol, and cannabis testing as applicable. (job applicant)

Dated: \_\_\_\_\_

\_\_\_\_\_  
Signature of Employee/Applicant

\_\_\_\_\_  
Typed or Printed Name

## **612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS**

[NOTE: This policy reflects recent federal statutory changes **made by the Every Student Succeeds Act (ESSA)** which require school districts and schools to meet with parents and jointly develop parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the **parental parent and family engagement involvement** policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]

### **I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. ~~It is~~ The policy of the school district ~~is~~ to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the **engagement involvement** of parents and families in its Title I programs.
- B. ~~It is~~ The policy of the school district is to fully comply with 20 United States Code, section 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written **parental parent and family involvement** engagement policies.

### **III. DEVELOPMENT OF DISTRICT LEVEL POLICY**

The school board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written **parental parent and family engagement involvement** policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful **parental parent and family involvement** and describe how the school district will:

- A. Involve parents **and family members** in the joint development of the school district's Title I plan and the ~~process of school review and improvement~~ **development of support and improvement plans;**

- B. Provide the coordination, technical assistance, and other support necessary to assist ~~and build the capacity of all participating schools within the school district~~ in planning and implementing effective ~~parental~~ parent and family involvement activities to improve student academic achievement and school performance, ~~which may include meaningful consultation with employers, business leaders, and philanthropic organizations, individuals with expertise in effectively engaging parents and family members in education;~~
- C. ~~Build the schools' and parents' capacity for strong parental involvement.~~ Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. ~~Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs.~~ Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design ~~evidence-based~~ strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level and ~~parental involvement~~ family engagement policies; and
- F. Involve parents in the activities of the schools, ~~which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.~~

#### **IV. DEVELOPMENT OF SCHOOL LEVEL POLICY**

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents ~~and family members~~ of participating children a written ~~parental~~ parent and family ~~involvement~~ engagement policy, agreed upon by such parents ~~and families~~, that shall describe the means for carrying out the federal requirements of parent and family ~~involvement-engagement~~. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
  2. Offer a flexible number of meetings, ~~such as meetings in the morning or evening, and may provide with Title I funds~~ transportation, child care, or home visits, as such services relate to parental involvement;
  3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the ~~school-parental involvement policy planning, review, and improvement of the school parent and family engagement policy~~ and the joint development of the school-wide program plan, ~~except that if the~~ a school ~~has in place a process~~ for involving parents in the joint planning and design of ~~its~~ the school's programs, ~~the school may use that process, if such process includes an adequate representation of that would adequately involve~~ parents of participating children;
  4. Provide parents of participating children with: timely information about Title I programs; ~~a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards;~~ if requested by parents, opportunities for regular meetings to formulate suggestions ~~share experiences with other parents~~ and to participate, as appropriate, in decisions relating to the ~~their child's~~ education of their children, and to respond to any such suggestions as soon as practicably possible; and
  5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  2. Describe the ways each parent will be responsible for supporting his or her child's learning by ~~monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in his or her child's classroom and participating, as appropriate, in

decisions relating to his or her child's education and use of extracurricular time.

3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
  - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
  - b. Frequent progress reports to the parents; and
  - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
  - d. **regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
  1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  2. Provide materials and training to assist parents in working with their children to improve their children's achievement, **including coordinating necessary such as** literacy training and using technology, as appropriate, to foster parental involvement;
  3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
  4. Coordinate and integrate parental involvement programs and activities with **Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs and other programs**-her federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
  5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home **to the parents of participating children** in a format and, **to the extent practicable**, in a language the parents can understand; and

6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
  2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
  3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
  4. Train parents to enhance the involvement of other parents;
  5. Arrange meetings at a variety of times or ~~have~~ conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
  6. Adopt and implement model approaches to improving parental involvement;
  7. Develop appropriate roles for community-based organizations and business in parental involvement ~~in Title I programs activities; and~~
  8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of ~~parental involvement~~ **parent and family engagement**, the school district and schools, ~~to the extent practicable~~, will provide opportunities for the **informed** participation of parents and **family members (including parents and family members with who have limited English proficiency, or parents and family members with disabilities, and parents and family members of migratory children)**, including providing information and school ~~profiles reports in a format and, to the extent practicable~~, in a language that is understandable by the parents.
- F. The school district and each school shall ~~assist~~ **inform** parents and parent organizations of the existence of ~~such centers~~ **family engagement in education programs**.

The policies will be updated periodically to meet the changing needs of parents and the school.

**Legal References:** 20 U.S.C. § 6318 (~~Parental Involvement~~ **Parent and Family Engagement**)

**Cross References:** None

## 425 STAFF DEVELOPMENT AND MENTORING

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

### I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

### II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
2. Members of the Advisory Staff Development Committee shall be appointed by the school administration. Committee members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school administration. Team members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

### III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.\*

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

[NOTE: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
  - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
  - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
  - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
  - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
  - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
  - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
  - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
  - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
  - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
  - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
  - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
  - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
  - a. Focus on the school classroom and research-based strategies that improve student learning;
  - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
  - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
  - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- [NOTE: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]**
- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis\* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff

development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.\*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

#### **V. STAFF DEVELOPMENT FUNDING**

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

#### **VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS**

- A. On a yearly\* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.\*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
  1. additional stipends as incentives to mentors of color or who are American Indian;
  2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
  3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
  4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

**VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF**

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

## **VIII. REPORTING**

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.
  - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
  - 2. The report will provide a breakdown of expenditures for:
    - a. Curriculum development and curriculum training programs;
    - b. Staff development training models, workshops, and conferences; and
    - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
  - 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V. D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

**Legal References:** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)  
Minn. Stat. § 121A.642 (Paraprofessional Training)  
Minn. Stat. § 122A.187 (Expiration and Renewal)  
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)  
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)  
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)  
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)  
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

**Cross References:** None.

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\* This time period may be changed to accommodate individual school district needs.

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BOLD Policy 614

Orig1999

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## **614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE**

### **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**

**[NOTE: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]**

#### **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*.

**[NOTE: This form is ~~included in the 614 Form file of the Policy Reference Manual~~ available on the Minnesota PearsonAccess Next website—see Cross References for website address.]**

- 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 school assessment coordinators, 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 school 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. School 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) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) 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.
  - (7) 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.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

**[NOTE: This form is ~~included in the 614 Form file of the Policy Reference Manual~~ available on the Minnesota PearsonAccess Next website—see Cross References for website address.]**

- F. Report security breaches to the district assessment coordinator as soon as possible.

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 school 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 the 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 the 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.

**NOTE: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]**

- (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 school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After the test

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion, return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school 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 school 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 school 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 school 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.

**[NOTE: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]**

- 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.

## **VI. RETALIATION PROHIBITED**

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

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

**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 (~~Adequate Yearly Progress School Accountability~~)

~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art 2, 22)~~

~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~

Minn. Rules Parts ~~3501.0640-3501.0655~~ 3501.0660 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts ~~3501.0800-3501.0815-800-~~ 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts ~~3501.0900-3501.0955~~ 3501.0900-3501.0960 (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 3501.1300-3501.1345 (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/>

## **620 CREDIT FOR LEARNING**

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

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

### **III. DEFINITIONS**

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

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

#### **IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS**

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

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

##### **B. Transfer of Academic Requirements from Other Schools**

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

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

## **V POSTSECONDARY ENROLLMENT CREDIT**

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

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

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

**VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS**

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

**VII. ADVANCED ACADEMIC CREDIT**

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

**VIII. WEIGHTED GRADES**

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

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

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

**IX. PROCESS FOR AWARDING CREDIT**

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

- Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
- Minn. Stat. § 120B.14 (Advanced Academic Credit)
- Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
- Minn. Stat. § 123B.445 (Nonpublic Education Council)
- Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
- Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
- Minn. Stat. § 124D.094 (Online Instruction Act)
- Minn. Rules Parts 3501.0660 (Academic Standards for 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 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

***Cross References:***

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 624 (Online Instruction)

Adopted: ~~January 24, 2022~~ December 22, 2025

BOLD Policy 760

Orig. 2021

Revised: October 27, 2025 ~~January 24, 2022~~

Rev. 2025

## **POLICY 760 CREDIT CARD USE**

### **Introduction to Credit Card Policy**

Use of the Bird Island-Olivia-Lake Lillian Public School District 2534-01 Credit Card is an opportunity to expedite the purchasing process at the department level and reduce Bird Island-Olivia-Lake Lillian Public School District 2534-01 expenses.

It is important to use good judgement and act within your authorized budget when using the school credit card. The District Credit Card is provided for your use to purchase school commodities. You must maintain simple but accurate records and receipts for auditing purposes.

Record keeping will be essential to ensure the success of this program. This is not an extraordinary requirement since standard reimbursement policies require the retention of all receipts.

Lastly, remember you are spending District/Public Funds each time you use the District Credit Card.

### **Acceptable Credit Card Purchases**

Any purchases using the credit card must be within Bird Island-Olivia-Lake Lillian Public School District 2534-01 expenditure policies, procedures, practices and Minnesota Statute 123B.02 Subd. 23. The following information provides examples of purchases that are appropriate for the Bird Island-Olivia-Lake Lillian Public School District 2534-01 Credit Card:

- Fuel (Bird Island-Olivia-Lake Lillian Public School District 2534-01 owned vehicles only)

- Approved supplies for Bird Island-Olivia-Lake Lillian Public School District 2534-01 programs

- Conferences/Seminar registrations

- Travel/Conference expenses (Employee Only)

- On-Line Purchases

### **Unacceptable Credit Card Purchases**

- Personal purchases (i.e. including spouse/family costs for attending a conference such as room costs, meals, etc.)

- Alcoholic Beverages/Tobacco

- Lottery Tickets

- Cash Advances or ATM's

- Fuel for personal use ~~or~~ of vehicle

This list is not to be all-inclusive. If you have specific questions, please call the District Office for assistance.

### **Program Restrictions**

The School Credit Card has been assigned a credit limit.

All card purchases must be pre-approved. In some cases, this may include pre-approval or a certain dollar amount rather than a particular item to be purchased.

### **Reconciliation and payment**

The Bird Island-Olivia-Lake Lillian Public School District 2534-01 School Credit Card carries corporate, not individual, liability. The invoice will be paid each month by the accounting department.

**To meet State and District payment policies, it is required that you submit all original receipts with the monthly statement for all purchases made using the credit card.** If you purchase via phone or mail, require the merchant to include a receipt with the goods when the product is shipped to you. If that is not possible you must obtain a packing slip when the shipment is received to document the purchase.

### **Misuse of the School Credit Card includes:**

- **Using the School Credit Card for personal purchases**
- **Purchase of unauthorized items**
- **Use of the School Credit Card by someone other than the cardholder**
- **Fraudulent or inaccurate record keeping**
- **Or diverting legitimate school purchases to personal use**

In the case of misuse, the individual responsible will pay all transaction fees and forfeit further use of the credit card.

### **Sales Tax**

Purchases of items by public schools for their own use are generally exempt from sales tax. The exemption applies to the public schools, not to the individual.

It is the employee's responsibility to notify the merchant that Bird Island-Olivia-Lake Lillian Public School District 2534-01 is tax exempt. The state tax exempt number and form are available from the District Office. Should you have any questions, please contact the District Office for assistance.

**Legal Reference(s):** Minn. Stat. § 123B.02 (General Powers of Independent School Districts) Subd. 23 (Credit cards)

**Cross References:** MSBA/MASA Model Policy 306 (Administrator Code of Ethics)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School  
District Employees)  
MSBA/MASA Model Policy 412 (Expense Reimbursement)

**FORM A**

**RESOLUTION OF GOVERNING BOARD SUPPORTING  
FORM A APPLICATION TO MINNESOTA  
STATE HIGH SCHOOL LEAGUE FOUNDATION**

Member Clouse introduced the following resolution and moved its adoption:

**WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;**

**WHEREAS, the Governing Board of [Name of School/District] BOLD Schools recognizes the value of student participation in extracurricular activities; and**

**WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.**

**THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School/District] BOLD Schools supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.**

10/27/2025  
Date

  
Board Chair/Head of School

10/27/2025  
Date

  
Board Clerk - Treasurer/ Finance Director

The motion for the adoption of the foregoing resolution was duly seconded by Member Aaseth and upon vote being taken thereon, the following voted in favor thereof: Zimmerman, Aaseth, Peppel, Benson, Clouse, Sheehan and Frank.

And the following against the same: None

And the following was absent: None

The foregoing resolution was approved this 27th day of October 2025.

A handwritten signature in black ink, appearing to read 'Greg Peppel', written over a horizontal line.

Greg Peppel, School Board Clerk

**FORM B**

**RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING  
FORM B APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION**

Member Peppel introduced the following resolution and moved its adoption:

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of [Name of School] BOLD Schools. recognizes the value of student participation in extracurricular activities; and

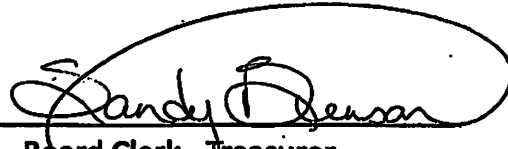
WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School] BOLD Schools. supports the school's application to the Minnesota State High School League Foundation for a FORM B grant.

10/27/2025  
Date

  
Board Chair/Head of School

10/27/2025  
Date

  
Board Clerk-Treasurer

**A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.**

The motion for the adoption of the foregoing resolution was duly seconded by Member Clouse and upon vote being taken thereon, the following voted in favor thereof: Zimmerman, Aaseth, Peppel, Benson, Clouse, Sheehan and Frank.

And the following against the same: None

And the following was absent: None

The foregoing resolution was approved this 27th day of October 2025.



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Greg Peppel, School Board Clerk