

**AGENDA**  
**BOLD BOARD OF EDUCATION REGULAR MEETING**  
**BIRD ISLAND-OLIVIA-LAKE LILLIAN**  
**INDEPENDENT SCHOOL DISTRICT #2534**  
**MONDAY, APRIL 27, 2026**  
**7:00 PM**  
**BOLD MEDIA CENTER**

---

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

- I. Call to Order and Roll Call  
Chair Peppel
- II. Pledge of Allegiance
- III. Approval of Agenda
- IV. Recognition of Visitors to the School Board
- V. Public Forum  
**Public Forum will be placed on the agenda for regular board meetings. During this part of each regular school board meeting time will be allowed for district constituents to address the school board. Pursuant to Policy 206 Section VI the board will make every effort to allow district constituents to speak, but may limit discussion to ensure all business is addressed for the interest of the district. This is a time of "listening" by the school board.**
- VI. Consent Items  
**Only one motion is needed to approve all consent items. Any item that is requested to be removed from the consent agenda by a school board member will be discussed and acted on for independent consideration immediately following approval of the consent agenda.**
  - **Approve Bills for Payment (Attachments)**
  - **Approve Minutes (Attachment)**
    - March 2026 Regular School Board Meeting Minutes
  - **Approve Personnel Changes (Attachment)**
- VII. Reports
  - A. **Superintendent Report**
  - B. **PK-6 Principal Report**

- C. **7-12 Principal Report**
- D. **Activities Report**
- E. **Community Education Report**
- F. **Food Service Director Report**

Margaret Fleming

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

- G. **Pool Report**
- H. **Facilities Report**
- I. **School Board Committee Reports**

#### VIII. New Business

- A. Approve Achievement and Integration Plan for 2026-2029.  
Goals are the same as the last plan, since we are still working toward the same goals. We have modified the plan slightly to reflect changes in how we plan to achieve the goals.
- B. No Student Day on May 21.  
Superintendent Tydlacka  
Staff need this day to pack up classrooms and make final preparations for summer work.
- C. First and Final Reading of Policies 102, 203.6, 522, 522.1, and Third and Final Reading of Policies 211, 306, 606, and 712.  
Members Clouse and Frank

##### **First and final reading of:**

- **Policy 102, Equal Educational Opportunity**, has one minor change noted in Section II. A. that does not affect the content.
- **Policy 203.6, Consent Agendas**, contains a simple text edit for Section II.
- **Policy 522, Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process AND Policy 522.1, Title IX Sex Nondiscrimination Report Form**. The final ruling was made on this policy. It has a minor change that strikes part E under Section I and under Section XV adds in the number with text reference for seven.

##### **Third and final readings for:**

- **Policy 211, Criminal or Civil Action Against School District, School Board Member, Employee, or Student**. This policy is new to the BOLD district.
- **Policy 306, Administrator Code of Ethics**. was last adopted on June 24, 2024 with a 2002 revision. A suggested revision was put in place by MSBA/MASA on 10-15-2025.

- **Policy 606, Textbooks and Instructional Materials.** substantial addition in section V. There are also a couple other changes regarding legal references.
- **Policy 712, Video Recording Other Than on Buses.** is a new policy to the BOLD school district
  - D. Second of three readings of Policies: 404, 410, 503, and 530  
Member Clouse and Frank  
**Second of three readings for the following policies:**
- **Policy 404, Employment Background Checks**
  - This policy requires three readings due to significant changes in section III. A and following III. B. Language regarding credit reference checks has been maintained as this was approved through legal changes as this was not part of MSBA's template.
- **Policy 410 Family and Medical Leave Policy**
  - This policy will require three readings due to 2026 Feb 1 MSBA Substantive Changes that are in sections IV. LEAVE ENTITLEMENT and V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES. A legal reference to Minnesota Statue has been struck.
- **Policy 503, Student Attendance.**
  - This policy had substantial updates so will require 3 readings. Note B. 1. the whole section was deleted and the new listing inserted. A few of the original excused absences were retained. In section 2. b. 4 and 2. b. 5 the highlighted areas are ones that BOLD adopted at the previous update. They can remain the same or be changed, which is an administrative decision.
- **Policy 530, Immunizations Requirements with Forms**
  - This is a new policy at BOLD, so it requires three readings.
    - E. First of three readings for Policies; 203.2, 203.5, 521, 701, and 807  
Members Frank and Clouse  
**First of three reading of policies:**
- **203.2, Order of the Regular School Board Meeting.**
  - Requires three readings as it adds a new legal reference and three new cross references. This now matches completely what our agendas for regular meetings typically look like.
- **Policy 203.5, School Board Meeting Agenda**
  - With the change in 203.2 we need to add this new policy. Currently, we do not have this policy in place, but is currently indirectly covered under 203.2. So, we need to approve this new policy to adopt with 203.2 and 203.6 being looked at this month.
- **Policy 521, Student Disability Nondiscrimination and 521.1 Student Disability Discrimination Grievance Report Form.**
  - Due to the addition of section II. C. #4 and a new legal reference. No changes to 521.1, but a review is needed for the three-year cycle.

- **Policy 701, Establishment and Adoption of School District Budget**
    - Substantial changes are suggested in Section III, hence the need for three readings.
  - **Policy 807, Health and Safety Policy**
    - Requires three readings due to several deletions and additions. Note section IV #33 Do we want to keep chlorine due to the fact we have a pool or does this fall under #36. Section IV #34 adds emission standards.
- F. Resolution for Acceptance of Gifts  
Chair Peppel  
Approval of the Acceptance of Gifts.
- G. Change of membership for the Finance Committee  
Chair Peppel  
To enhance financial oversight and visibility for the Board Chair, it is proposed that the Board Chair be added to the Finance Committee. Following this proposal by Superintendent Tydlacka, Brad Aaseth has volunteered to step down from the committee to facilitate this transition.
- H. move to enter closed session  
Chair Peppel  
move to enter closed session, as permitted by **Minnesota Statute 13D.05, subdivision 3(a)**, to evaluate the performance of **Tim Tydlacka**.
- I. reopen meeting  
Chair Peppel  
Reopen meeting and closed meeting conclusion
- IX. **Upcoming dates:**
- A. **Upcoming dates:**  
May 18, 2026 School board work session, Media Center, 6:00PM  
May 18, 2026 Regular School Board Meeting, Media Center, 7:00PM  
May 22, 2026 Graduation Commencement, Olivia campus large gym  
7:00PM  
June 22, 2026 Regular School Board Meeting, Media Center, 7:00PM  
Chair Peppel
- X. **Adjourn**

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

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53879	CH	1	00063	AFLAC	03/30/2026	\$1,228.17	98936	B 01 215 031	AFLAC, Mn Mut, NCPERS, HoraceMannLif	
<b>Check Total:</b>							<b>\$1,228.17</b>				
HOME	53880	CH	1	01474	BOLD EDUCATION ASSOCIATION	03/30/2026	\$2,473.80	98940	B 01 215 040	B.O.L.D. Ed Asso Dues	
<b>Check Total:</b>							<b>\$2,473.80</b>				
HOME	53881	CH	1	4924	F&M BANK MINNESOTA	03/30/2026	\$30.00	98953	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$30.00</b>				
HOME	53882	CH	1	5552	Greater Community Credit Union	03/30/2026	\$100.00	98948	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$100.00</b>				
HOME	53883	CH	1	2812	HOMETOWN BANK	03/30/2026	\$876.17	98947	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$876.17</b>				
HOME	53884	CH	1	4158	KENSINGTON BANK	03/30/2026	\$75.00	98951	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$75.00</b>				
HOME	53885	CH	1	5963	Magnifi Financial	03/30/2026	\$75.00	98950	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$75.00</b>				
HOME	53886	CH	1	5581	Mid Country Bank	03/30/2026	\$210.00	98949	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$210.00</b>				
HOME	53887	CH	1	02290	MN COUNCIL 65 AFSCME	03/30/2026	\$503.44	98937	B 01 215 044	Union Dues	
<b>Check Total:</b>							<b>\$503.44</b>				
HOME	53888	CH	1	6247	UMB HSA	03/30/2026	\$518.75	98952	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>							<b>\$518.75</b>				
HOME	53889	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	03/30/2026	\$15.00	98958	B 01 215 000	Payroll Deductions	
<b>Check Total:</b>							<b>\$15.00</b>				
HOME	53890	CH	1	4759	AMERICAN RED CROSS	03/27/2026	\$249.44	98959	E 05 005 120 000 000 401	Lifeguard Training	
HOME	53890	CH	1	4759	AMERICAN RED CROSS	03/27/2026	\$81.88	98959	E 05 005 120 000 000 401	Water Safety Instructor Kit	
HOME	53890	CH	1	4759	AMERICAN RED CROSS	03/27/2026	\$81.88	98959	E 05 005 120 000 000 401	Swimming and Water Safety	
HOME	53890	CH	1	4759	AMERICAN RED CROSS	03/27/2026	\$19.55	98959	E 05 005 120 000 000 401	shipping	
HOME	53890	CH	1	4759	AMERICAN RED CROSS	03/27/2026	\$31.92	98959	E 05 005 120 000 000 401	tax	
<b>Check Total:</b>							<b>\$464.67</b>				
HOME	53891	CH	1	00555	B & D MARKET Acct#1277	03/27/2026	\$45.90	98986	E 21 020 298 904 301 401	NHS tct#0005	
HOME	53891	CH	1	00555	B & D MARKET Acct#1277	03/27/2026	\$244.01	98986	E 21 020 298 904 301 401	staff dev tct#0079	
<b>Check Total:</b>							<b>\$289.91</b>				
HOME	53892	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM 03/27/2026		\$16.00	98985	E 04 005 582 000 337 490	tct# 0068	

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53892	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	03/27/2026	\$3.69	98985	E 04 005 582 000 337 490	tct# 0127	
HOME	53892	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	03/27/2026	\$16.28	98985	E 04 005 582 000 337 490	tct#0030	
<b>Check Total:</b>								<b>\$35.97</b>			
HOME	53893	CH	1	4487	B & D MARKET ACCT#2511(FACS)	03/27/2026	\$74.85	98984	E 01 020 331 000 830 490	tct#0134	
HOME	53893	CH	1	4487	B & D MARKET ACCT#2511(FACS)	03/27/2026	\$12.40	98984	E 01 020 331 000 830 490	tct#0186	
HOME	53893	CH	1	4487	B & D MARKET ACCT#2511(FACS)	03/27/2026	\$9.50	98984	E 01 020 331 000 830 490	tct# 0043	
HOME	53893	CH	1	4487	B & D MARKET ACCT#2511(FACS)	03/27/2026	\$146.57	98984	E 01 020 331 000 830 490	tct# 0128	
<b>Check Total:</b>								<b>\$243.32</b>			
HOME	53894	CH	1	3615	BSN SPORTS, LLC	03/27/2026	\$2,070.00	98988	E 01 020 296 980 000 401	Red Pinstripe Uniform Tops	
<b>Check Total:</b>								<b>\$2,070.00</b>			
HOME	53895	CH	1	2284	CDWG	03/27/2026	\$3,410.00	98987	E 01 005 630 257 000 465	SMART BOARD GX075-V4+ INTDISPMFG	
HOME	53895	CH	1	2284	CDWG	03/27/2026	\$72.00	98987	E 01 005 630 257 000 465	SMART TECH MX-V2 GX SMARTWALL MC	
<b>Check Total:</b>								<b>\$3,482.00</b>			
HOME	53896	CH	1	4471	CMF TREE SERVICE	03/27/2026	\$924.67	98961	E 01 020 810 000 000 332	20 yd roll off, landfill fee	
HOME	53896	CH	1	4471	CMF TREE SERVICE	03/27/2026	\$1,096.00	98962	E 01 005 865 000 380 350	Salt, and salt application	
<b>Check Total:</b>								<b>\$2,020.67</b>			
HOME	53897	CH	1	5315	HERC-U-LIFT INC	03/27/2026	\$167.00	98967	E 01 005 865 000 369 305	Service and labor	
<b>Check Total:</b>								<b>\$167.00</b>			
HOME	53898	CH	1	02203	HILLYARD Inc.	03/27/2026	\$77.74	98975	E 01 020 810 000 000 401	90072072 fleece bags	
<b>Check Total:</b>								<b>\$77.74</b>			
HOME	53899	CH	1	00197	HOUGHTON MIFFLIN HARCOURT PUBLIS	03/27/2026	\$3,294.85	98989	E 01 015 203 000 000 460	Grade 5 Student, teacher licenses and ma	
HOME	53899	CH	1	00197	HOUGHTON MIFFLIN HARCOURT PUBLIS	03/27/2026	\$3,183.50	98989	E 01 015 203 000 000 460	Grade 6 Student, teacher licenses and ma	
HOME	53899	CH	1	00197	HOUGHTON MIFFLIN HARCOURT PUBLIS	03/27/2026	\$307.85	98989	E 01 015 203 000 000 460	shipping	
<b>Check Total:</b>								<b>\$6,786.20</b>			
HOME	53900	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	03/27/2026	\$1,450.00	98963	E 01 005 865 000 366 305	2025 Indoor Air Quality Sampling Elem Cla	
HOME	53900	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	03/27/2026	\$19,163.89	98964	E 01 005 866 000 358 305	2025 Olivia School Abatement Renovation	
HOME	53900	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	03/27/2026	\$4,832.46	98965	E 01 005 866 000 358 305	2025 Olivia School Abatement Renovation	
<b>Check Total:</b>								<b>\$25,446.35</b>			
HOME	53901	CH	1	2716	MACIE PUBLISHING COMPANY	03/27/2026	\$447.75	98966	E 01 015 258 990 000 430	Kingsley Recorder	
HOME	53901	CH	1	2716	MACIE PUBLISHING COMPANY	03/27/2026	\$56.25	98966	E 01 015 258 990 000 430	neck straps	
HOME	53901	CH	1	2716	MACIE PUBLISHING COMPANY	03/27/2026	\$37.26	98966	E 01 015 258 990 000 430	shipping	
<b>Check Total:</b>								<b>\$541.26</b>			
HOME	53902	CH	1	5214	MAC'S HARDWARE	03/27/2026	\$19.68	98972	E 01 020 810 000 000 401	905868 hammer drill bits, drill bits	

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53902	CH	1	5214	MAC'S HARDWARE	03/27/2026	\$21.60	98973	E 01 020 810 000 000 401	905930 microfiber cloths
HOME	53902	CH	1	5214	MAC'S HARDWARE	03/27/2026	\$25.67	98974	E 01 020 810 000 000 401	905967 toilet brushes/caddy
HOME	53902	CH	1	5214	MAC'S HARDWARE	03/27/2026	\$16.99	98968	E 21 020 292 921 301 401	905810 poly sheets
HOME	53902	CH	1	5214	MAC'S HARDWARE	03/27/2026	\$37.97	98969	E 01 020 810 000 000 401	905778 led light, batteries
HOME	53902	CH	1	5214	MAC'S HARDWARE	03/27/2026	\$12.00	98970	E 01 020 810 000 000 401	905771 caution tape
HOME	53902	CH	1	5214	MAC'S HARDWARE	03/27/2026	\$11.37	98971	E 01 020 810 000 000 401	905863 ceiling hooks
<b>Check Total:</b>								<b>\$145.28</b>		
HOME	53903	CH	1	5991	MSBA	03/27/2026	\$95.00	98976	E 01 005 020 000 000 366	MSBA Day at Capitol
HOME	53903	CH	1	5991	MSBA	03/27/2026	\$95.00	98977	E 01 005 020 000 000 366	MSBA Day at Capitol
<b>Check Total:</b>								<b>\$190.00</b>		
HOME	53904	CH	1	5835	NAPA Auto Parts	03/27/2026	\$14.03	98979	E 01 020 301 000 000 430	794636
HOME	53904	CH	1	5835	NAPA Auto Parts	03/27/2026	\$7.64	98979	E 01 020 301 000 000 430	794636 bulb
HOME	53904	CH	1	5835	NAPA Auto Parts	03/27/2026	\$57.99	98980	E 01 020 301 000 000 430	795406
HOME	53904	CH	1	5835	NAPA Auto Parts	03/27/2026	\$7.13	98981	E 01 020 301 000 000 430	795277
HOME	53904	CH	1	5835	NAPA Auto Parts	03/27/2026	\$17.49	98982	E 01 020 301 000 000 430	795318 paint
HOME	53904	CH	1	5835	NAPA Auto Parts	03/27/2026	\$3.69	98983	E 01 020 301 000 000 430	794903
<b>Check Total:</b>								<b>\$107.97</b>		
HOME	53905	CH	1	00157	RIDGEWATER COLLEGE	03/27/2026	\$81,328.21	98978	E 01 998 211 000 000 390	Spring Semester 2026 Credits
<b>Check Total:</b>								<b>\$81,328.21</b>		
HOME	53906	CH	1	3425	SCIENCE MUSEUM OF MINNESOTA	03/27/2026	\$216.00	98960	E 01 015 203 910 000 369	Science Museum field trip
<b>Check Total:</b>								<b>\$216.00</b>		
HOME	53907	CH	1	6107	BOELTER COMPANIES INC.	03/30/2026	\$135.63	98993	E 02 005 770 000 701 401	Immersion blender
HOME	53907	CH	1	6107	BOELTER COMPANIES INC.	03/30/2026	\$608.43	98993	E 02 005 770 000 701 401	Immersion blender 4qt
HOME	53907	CH	1	6107	BOELTER COMPANIES INC.	03/30/2026	\$39.57	98993	E 02 005 770 000 701 401	freight
<b>Check Total:</b>								<b>\$783.63</b>		
HOME	53908	CH	1	6061	Granite Telecommunications, LLC	03/30/2026	\$212.30	98992	E 01 020 810 000 000 320	communications
<b>Check Total:</b>								<b>\$212.30</b>		
HOME	53909	CH	1	00132	I.S.D. #0465 LITCHFIELD	03/30/2026	\$75.00	98990	E 01 020 294 975 000 305	12/5 Wrestling Tournament
<b>Check Total:</b>								<b>\$75.00</b>		
HOME	53910	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/30/2026	\$248.17	98999	E 02 005 770 000 701 490	SY - Lunch
HOME	53910	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/30/2026	\$191.64	99000	E 02 005 770 000 701 490	SY - Lunch (Family Bingo)
HOME	53910	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/30/2026	\$44.72	99001	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	53910	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/30/2026	\$905.46	98997	E 02 005 770 000 705 490	SY - Breakfast

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53910	CH	1	5470	Indianhead Foodservice Distributor, Inc.	03/30/2026	\$2,199.76	98998	E 02 005 770 000 701 490	SY - Lunch	
<b>Check Total:</b>							<b>\$3,589.75</b>				
HOME	53911	CH	1	4185	NISSEN'S DAIRY DELIVERY	03/30/2026	\$1,040.20	98991	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
<b>Check Total:</b>							<b>\$1,040.20</b>				
HOME	53912	CH	1	00765	PAN-0-GOLD BAKING CO	03/30/2026	\$209.16	98995	E 02 005 770 000 701 490	Bread	
HOME	53912	CH	1	00765	PAN-0-GOLD BAKING CO	03/30/2026	\$19.52	98996	E 02 005 770 000 701 490	Bread	
<b>Check Total:</b>							<b>\$228.68</b>				
HOME	53913	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	03/30/2026	\$136,796.15	98994	E 01 005 760 000 720 360	March Routes	
HOME	53913	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	03/30/2026	(\$978.25)	98994	E 01 005 760 000 720 360	February Routes Adjustment	
HOME	53913	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	03/30/2026	\$5,684.05	98994	E 01 005 760 000 720 360	Feb/Mar Extra Curricular	
HOME	53913	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	03/30/2026	\$0.00	98994	E 01 005 760 000 720 441	February Fuel - Gas	
HOME	53913	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	03/30/2026	\$836.98	98994	E 01 005 760 000 720 441	February Fuel - Diesel	
<b>Check Total:</b>							<b>\$142,338.93</b>				
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$4,393.41	99004	E 01 005 110 000 000 316	RMIC Bus/SMART Systems	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$686.90	99004	E 01 005 110 000 000 316	RMIC MARSS	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$2,740.00	99004	E 01 005 865 000 352 305	EOHSM Program	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$5,732.40	99006	E 01 005 400 000 372 405	MA Forms Billing	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$10,000.00	99002	E 01 005 110 000 000 305	Business Management - Payroll/Finance	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$310.60	99003	E 01 005 630 257 000 305	2 Snom D815W SIP Phone	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$100.00	99007	E 01 015 203 000 000 401	Spelling Bee 2026	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$10,090.75	99005	E 01 005 108 405 000 316	Technology Support	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$586.65	99005	E 01 005 630 257 302 305	Cybersecurity Service	
HOME	53914	CH	1	00113	SW/WC SERVICE COOP	03/30/2026	\$1,725.00	99008	E 01 015 202 000 414 303	2nd half instructional coaching	
<b>Check Total:</b>							<b>\$36,365.71</b>				
HOME	53915	CH	1	6074	Baker Tilly Muncpal Advisors, LLC	04/01/2026	\$5,775.00	99009	E 06 005 870 000 000 305	BOLD Monitoring Bond- Project Monitoring	
<b>Check Total:</b>							<b>\$5,775.00</b>				
HOME	53916	CH	1	6308	South Central Service Cooperative	04/01/2026	\$400.00	99010	E 01 005 640 000 316 305	Registration - M. Hoffman Bodin	
<b>Check Total:</b>							<b>\$400.00</b>				
HOME	53917	CH	1	4471	CMF TREE SERVICE	04/10/2026	\$1,060.89	99022	E 01 020 810 000 000 332	20 yd roll off, landfill fee	
HOME	53917	CH	1	4471	CMF TREE SERVICE	04/10/2026	\$755.28	99023	E 01 020 810 000 000 332	20 yd roll off, landfill fee	
<b>Check Total:</b>							<b>\$1,816.17</b>				
HOME	53918	CH	1	5874	ECKROTH MUSIC CO.	04/10/2026	\$195.00	99021	E 01 020 258 233 000 350	Bass Clarinet 21883 - Play Condition and L	
<b>Check Total:</b>							<b>\$195.00</b>				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53919	CH	1	6061	Granite Telecommunications, LLC	04/10/2026	\$218.54	99018	E 01 020 810 000 000 320	communications
<b>Check Total:</b>								<b>\$218.54</b>		
HOME	53920	CH	1	6201	John McRaith	04/10/2026	\$130.00	99025	E 01 020 296 980 000 305	4/10 Softball Umpire
<b>Check Total:</b>								<b>\$130.00</b>		
HOME	53921	CH	1	5214	MAC'S HARDWARE	04/10/2026	\$62.99	99013	E 01 020 301 000 628 430	hole saw
HOME	53921	CH	1	5214	MAC'S HARDWARE	04/10/2026	\$34.99	99013	E 01 020 301 000 628 430	hole saw arbor
HOME	53921	CH	1	5214	MAC'S HARDWARE	04/10/2026	\$4.99	99013	E 01 020 301 000 000 430	cap
HOME	53921	CH	1	5214	MAC'S HARDWARE	04/10/2026	\$19.99	99012	E 01 020 301 000 000 430	Remover Invoice #905892
HOME	53921	CH	1	5214	MAC'S HARDWARE	04/10/2026	\$23.98	99011	E 01 020 301 000 000 430	Cleaner Invoice #905876
<b>Check Total:</b>								<b>\$146.94</b>		
HOME	53922	CH	1	5520	MOSYLE CORPORATION	04/10/2026	\$75.60	99014	E 01 005 630 257 000 405	25106896 Additional Licenses
HOME	53922	CH	1	5520	MOSYLE CORPORATION	04/10/2026	\$81.20	99015	E 01 005 630 257 000 405	25108778 Additional Licenses and Auth A
HOME	53922	CH	1	5520	MOSYLE CORPORATION	04/10/2026	\$5.00	99016	E 01 005 630 257 000 405	26111483 Additional Lincenses, Add Ons
HOME	53922	CH	1	5520	MOSYLE CORPORATION	04/10/2026	\$2.75	99017	E 01 005 630 257 000 405	26114014 Additional Licenses
<b>Check Total:</b>								<b>\$164.55</b>		
HOME	53923	CH	1	4185	NISSEN'S DAIRY DELIVERY	04/10/2026	\$1,408.78	99020	E 02 005 770 000 701 495	Olivia-Lunch-Milk
HOME	53923	CH	1	4185	NISSEN'S DAIRY DELIVERY	04/10/2026	\$1,101.38	99019	E 02 005 770 000 701 495	Olivia-Lunch-Milk
<b>Check Total:</b>								<b>\$2,510.16</b>		
HOME	53924	CH	1	4397	PAUL RETTMANN	04/10/2026	\$130.00	99024	E 01 020 296 980 000 305	4/10 Softball Umpire
<b>Check Total:</b>								<b>\$130.00</b>		
HOME	53925	CH	1	6310	Peter Haller	04/10/2026	\$130.00	99026	E 01 020 296 980 000 305	4/10 Softball Umpire
<b>Check Total:</b>								<b>\$130.00</b>		
HOME	53926	CH	1	6313	Christine Rath	04/14/2026	\$225.00	99058	R 05 005 120 000 000 050	Refund for class
<b>Check Total:</b>								<b>\$225.00</b>		
HOME	53927	CH	1	6066	Derek Nachreiner	04/14/2026	\$260.00	99050	E 01 020 294 976 000 305	4/14 Baseball
<b>Check Total:</b>								<b>\$260.00</b>		
HOME	53928	CH	1	6311	Griffin Schaub	04/14/2026	\$50.00	99052	E 01 020 294 976 000 305	4/14 SB/BB
HOME	53928	CH	1	6311	Griffin Schaub	04/14/2026	\$100.00	99052	E 01 020 296 980 000 305	4/14 SB/BB
<b>Check Total:</b>								<b>\$150.00</b>		
HOME	53929	CH	1	6312	Humanus	04/14/2026	\$135.00	99054	E 01 998 408 000 740 394	Payments to Other Agencies
HOME	53929	CH	1	6312	Humanus	04/14/2026	\$216.00	99055	E 01 998 408 000 740 394	Payments to Other Agencies
HOME	53929	CH	1	6312	Humanus	04/14/2026	\$243.00	99056	E 01 998 408 000 740 394	Payments to Other Agencies

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

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53929	CH	1	6312	Humanus	04/14/2026	\$135.00	99057	E 01 998 408 000 740 394	Payments to Other Agencies	
<b>Check Total:</b>								<b>\$729.00</b>			
HOME	53930	CH	1	4874	MARK BUERKLE	04/14/2026	\$260.00	99049	E 01 020 294 976 000 305	4/14 Baseball	
<b>Check Total:</b>								<b>\$260.00</b>			
HOME	53931	CH	1	5436	MYRON FLUEGGE	04/14/2026	\$260.00	99051	E 01 020 294 976 000 305	4/14 Baseball	
<b>Check Total:</b>								<b>\$260.00</b>			
HOME	53932	CH	1	5434	Osakis Public School	04/14/2026	\$50.00	99053	E 01 020 294 975 000 369	Girls Wrestling Entry Fee	
<b>Check Total:</b>								<b>\$50.00</b>			
HOME	53943	CH	1	01474	BOLD EDUCATION ASSOCIATION	04/15/2026	\$2,473.80	99030	B 01 215 040	B.O.L.D. Ed Asso Dues	
<b>Check Total:</b>								<b>\$2,473.80</b>			
HOME	53944	CH	1	4924	F&M BANK MINNESOTA	04/15/2026	\$30.00	99043	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>								<b>\$30.00</b>			
HOME	53945	CH	1	5552	Greater Community Credit Union	04/15/2026	\$100.00	99038	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>								<b>\$100.00</b>			
HOME	53946	CH	1	2812	HOMETOWN BANK	04/15/2026	\$876.17	99037	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>								<b>\$876.17</b>			
HOME	53947	CH	1	4158	KENSINGTON BANK	04/15/2026	\$75.00	99041	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>								<b>\$75.00</b>			
HOME	53948	CH	1	5963	Magnifi Financial	04/15/2026	\$75.00	99040	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>								<b>\$75.00</b>			
HOME	53949	CH	1	5581	Mid Country Bank	04/15/2026	\$225.00	99039	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>								<b>\$225.00</b>			
HOME	53950	CH	1	02290	MN COUNCIL 65 AFSCME	04/15/2026	\$578.22	99027	B 01 215 044	Union Dues	
<b>Check Total:</b>								<b>\$578.22</b>			
HOME	53951	CH	1	6247	UMB HSA	04/15/2026	\$518.75	99042	B 01 215 028	Payroll Deductions - HSA	
<b>Check Total:</b>								<b>\$518.75</b>			
HOME	53952	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	04/15/2026	\$15.00	99048	B 01 215 000	Payroll Deductions	
<b>Check Total:</b>								<b>\$15.00</b>			
HOME	53953	CH	1	4502	Apple Store	04/16/2026	\$119.00	99060	E 01 005 630 257 000 465	Apple TV 4k WiFi 128 GB storage	
HOME	53953	CH	1	4502	Apple Store	04/16/2026	\$89.00	99059	E 01 005 630 257 000 465	Apple Pencil	
<b>Check Total:</b>								<b>\$208.00</b>			

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53954	CH	1	00555	B & D MARKET Acct#1277	04/16/2026	\$122.35	99083	E 21 020 298 901 301 401	student council tct#0001	
<b>Check Total:</b>								<b>\$122.35</b>			
HOME	53955	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	04/16/2026	\$49.50	99084	E 04 005 582 000 337 490	tct# 0053	
HOME	53955	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	04/16/2026	\$8.29	99084	E 04 005 582 000 337 490	tct# 0384	
HOME	53955	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	04/16/2026	\$13.28	99084	E 04 005 582 000 337 490	tct# 0079	
HOME	53955	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	04/16/2026	\$5.90	99084	E 04 005 582 000 337 490	tct# 0109	
HOME	53955	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	04/16/2026	\$12.49	99084	E 04 005 582 000 337 490	tct# 0030	
<b>Check Total:</b>								<b>\$89.46</b>			
HOME	53956	CH	1	4487	B & D MARKET ACCT#2511(FACS)	04/16/2026	\$6.09	99085	E 01 020 331 000 830 490	tct#0377	
HOME	53956	CH	1	4487	B & D MARKET ACCT#2511(FACS)	04/16/2026	\$12.08	99085	E 01 020 331 000 830 490	tct#0121	
HOME	53956	CH	1	4487	B & D MARKET ACCT#2511(FACS)	04/16/2026	\$15.71	99085	E 01 020 331 000 830 490	tct# 0122	
HOME	53956	CH	1	4487	B & D MARKET ACCT#2511(FACS)	04/16/2026	\$23.17	99085	E 01 020 331 000 830 490	tct# 0029	
<b>Check Total:</b>								<b>\$57.05</b>			
HOME	53957	CH	1	6108	BetterU Solutions LLC	04/16/2026	\$2,633.00	99080	E 01 020 640 000 316 366	Staff Dev: total contract \$7900.00 (3 of 3	
<b>Check Total:</b>								<b>\$2,633.00</b>			
HOME	53958	CH	1	4720	BOLD BASKETBALL BOOSTERS	04/16/2026	\$360.00	99094	E 01 020 292 969 000 401	12 Events X \$30	
<b>Check Total:</b>								<b>\$360.00</b>			
HOME	53959	CH	1	5428	BOLD Wrestling Boosters	04/16/2026	\$120.00	99095	E 01 020 292 969 000 401	\$30 X 4 Events	
<b>Check Total:</b>								<b>\$120.00</b>			
HOME	53960	CH	1	00061	CHAPPELL CENTRAL	04/16/2026	\$376.00	99072	E 01 020 810 000 000 350	129608 Replacement of filters on RTU anc	
HOME	53960	CH	1	00061	CHAPPELL CENTRAL	04/16/2026	\$1,223.28	99071	E 01 020 810 000 000 350	129568 Repair leak in tunnel by cafeterial,	
HOME	53960	CH	1	00061	CHAPPELL CENTRAL	04/16/2026	\$385.66	99062	E 01 020 810 000 000 350	1298846 Capped incoming lines and cond	
HOME	53960	CH	1	00061	CHAPPELL CENTRAL	04/16/2026	\$1,013.04	99073	E 01 020 810 000 000 350	129619 Repaired bad section of pipe that	
HOME	53960	CH	1	00061	CHAPPELL CENTRAL	04/16/2026	\$865.25	99061	E 01 020 810 000 000 350	129847 Installed new flange tested boiler	
HOME	53960	CH	1	00061	CHAPPELL CENTRAL	04/16/2026	\$107.88	99074	E 01 020 810 000 000 350	00021297 filters	
<b>Check Total:</b>								<b>\$3,971.11</b>			
HOME	53961	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF REI	04/16/2026	\$199.99	99081	E 01 005 760 000 733 442	vehicle supplies	
<b>Check Total:</b>								<b>\$199.99</b>			
HOME	53962	CH	1	5817	Follett Content Solutions	04/16/2026	\$180.28	99099	E 01 015 620 000 343 470	Elem books	
<b>Check Total:</b>								<b>\$180.28</b>			
HOME	53963	CH	1	6309	Graphite Publishing	04/16/2026	\$93.00	99102	E 01 020 258 231 000 430	A Path To Each Other GP-N004	
HOME	53963	CH	1	6309	Graphite Publishing	04/16/2026	\$5.00	99102	E 01 020 258 231 000 430	Admin fee	
<b>Check Total:</b>								<b>\$98.00</b>			

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	53964	CH	1	02203	HILLYARD Inc.	04/16/2026	\$62.44	99063	E 01 020 810 000 000 401	90086767 misc.items
HOME	53964	CH	1	02203	HILLYARD Inc.	04/16/2026	\$209.88	99064	E 01 020 810 000 000 401	90089423 replacement spray gun
<b>Check Total:</b>								<b>\$272.32</b>		
HOME	53965	CH	1	5539	INSTRUMENTALIST AWARDS LLC	04/16/2026	\$173.00	99089	E 01 020 298 959 000 401	Band/Choir Awards
<b>Check Total:</b>								<b>\$173.00</b>		
HOME	53966	CH	1	00453	J. W. PEPPER & SON, INC	04/16/2026	\$12.50	99101	E 01 015 258 231 000 430	8742082 Octavo you'll be in my heart
HOME	53966	CH	1	00453	J. W. PEPPER & SON, INC	04/16/2026	\$35.00	99100	E 01 015 258 231 000 430	453365 E- print Youll be in my heart
HOME	53966	CH	1	00453	J. W. PEPPER & SON, INC	04/16/2026	\$7.99	99100	E 01 015 258 231 000 430	shipping
<b>Check Total:</b>								<b>\$55.49</b>		
HOME	53967	CH	1	6109	LAKELAND MEDIA	04/16/2026	\$242.88	99091	E 01 005 110 000 000 380	advertising
HOME	53967	CH	1	6109	LAKELAND MEDIA	04/16/2026	\$500.00	99092	E 01 005 110 000 000 380	advertising
<b>Check Total:</b>								<b>\$742.88</b>		
HOME	53968	CH	1	5214	MAC'S HARDWARE	04/16/2026	\$25.98	99067	E 01 020 810 000 000 401	905983 brick patch, misc
HOME	53968	CH	1	5214	MAC'S HARDWARE	04/16/2026	\$21.68	99068	E 01 020 810 000 000 401	906033 hitch pin, misc
HOME	53968	CH	1	5214	MAC'S HARDWARE	04/16/2026	\$7.52	99078	E 01 020 301 000 000 430	906202 clamps
HOME	53968	CH	1	5214	MAC'S HARDWARE	04/16/2026	\$15.48	99069	E 01 020 810 000 000 401	906041 straight clevis, hitch pin
HOME	53968	CH	1	5214	MAC'S HARDWARE	04/16/2026	(\$21.68)	99069	E 01 020 810 000 000 401	906041 credit memo
HOME	53968	CH	1	5214	MAC'S HARDWARE	04/16/2026	(\$49.00)	99066	E 01 020 810 000 000 401	906050 credit memo
HOME	53968	CH	1	5214	MAC'S HARDWARE	04/16/2026	\$636.51	99065	E 01 020 810 000 000 401	905740 Ice melt
<b>Check Total:</b>								<b>\$636.49</b>		
HOME	53969	CH	1	5150	MINNESOTA COMMUNITY EDUCATION A:	04/16/2026	\$239.50	99075	E 01 020 640 000 316 366	inv#10947 CE 101
HOME	53969	CH	1	5150	MINNESOTA COMMUNITY EDUCATION A:	04/16/2026	\$161.25	99076	E 01 005 110 000 000 820	inv#10946 Level 2 MCEA 2026 Membershi
<b>Check Total:</b>								<b>\$400.75</b>		
HOME	53970	CH	1	5835	NAPA Auto Parts	04/16/2026	\$360.00	99088	E 01 020 810 000 000 350	batteries for floor scrubber in BI
<b>Check Total:</b>								<b>\$360.00</b>		
HOME	53971	CH	1	2370	PACT FOR FAMILIES COLLABORATIVE	04/16/2026	\$600.00	99079	E 01 005 110 000 000 820	2026 Membership
<b>Check Total:</b>								<b>\$600.00</b>		
HOME	53972	CH	1	2196	RENCO PUBLISHING, INC.	04/16/2026	\$1,341.70	99082	E 01 005 110 000 000 380	advertising
<b>Check Total:</b>								<b>\$1,341.70</b>		
HOME	53973	CH	1	6121	SCHOLASTIC	04/16/2026	\$609.89	99098	E 01 015 216 638 401 401	Title Family Engagement Night
<b>Check Total:</b>								<b>\$609.89</b>		

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53974	CH	1	02219	SHEEHAN'S GAS CO	04/16/2026	\$2,100.35	99090	E 01 015 810 000 000 440	monthly meter, refill	
<b>Check Total:</b>							<b>\$2,100.35</b>				
HOME	53975	CH	1	02504	SOUTHWEST MN STATE UNIVERSITY	04/16/2026	\$3,300.00	99077	E 01 020 211 020 000 305	Spring Semester 2026 Concurrent Enrollm	
<b>Check Total:</b>							<b>\$3,300.00</b>				
HOME	53976	CH	1	4721	SQUIRES, WALDSPURGER, & MACE, PA.	04/16/2026	\$29.00	99086	E 01 005 150 000 000 305	Legal Correspondence	
<b>Check Total:</b>							<b>\$29.00</b>				
HOME	53977	CH	1	6306	Stay Human Group LLC	04/16/2026	\$3,500.00	99070	E 01 001 202 000 414 303	Joe Beckman Speaking Event (3/31/2026	
<b>Check Total:</b>							<b>\$3,500.00</b>				
HOME	53978	CH	1	6221	SWWC Education & Administrative Resou	04/16/2026	\$414.41	99087	E 01 001 202 000 414 303	Behavioral Health De-Escalation Professio	
<b>Check Total:</b>							<b>\$414.41</b>				
HOME	53979	CH	1	3282	THE MCDOWELL AGENCY, INC	04/16/2026	\$315.70	99093	E 01 005 110 000 000 305	Background checks	
<b>Check Total:</b>							<b>\$315.70</b>				
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$21.99	99096	E 01 015 240 000 000 430	CPSB4 Champion Prostar Soccer Ball size	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$22.99	99096	E 01 015 240 000 000 430	CPSB5 Champion Prostar Soccer Ball size	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$19.99	99096	E 01 015 240 000 000 430	SFSB	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$24.99	99096	E 01 015 240 000 000 430	NETSET. mesh bags	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$127.98	99096	E 01 015 240 000 000 430	16FT 16" HD fast action scooter. green. pu	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$49.90	99097	E 01 020 240 000 000 430	1001 tennis balls	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$139.99	99097	E 01 020 240 000 000 430	GSSET indoor soccer balls	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$89.50	99097	E 01 020 240 000 000 430	URS06PK Dodgeballs 6"	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$106.99	99097	E 01 020 240 000 000 430	SS50SET soccer balls	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$69.99	99097	E 01 020 240 000 000 430	158 spikeball set	
HOME	53980	CH	1	5297	Toledo Physical Education Supply	04/16/2026	\$151.99	99097	E 01 020 240 000 000 430	OS-HS47S 47" hockey set	
<b>Check Total:</b>							<b>\$826.30</b>				
HOME	53981	CH	1	00887	CITY OF BIRD ISLAND	04/16/2026	\$87.41	99108	E 01 015 810 000 000 330	utilities	
<b>Check Total:</b>							<b>\$87.41</b>				
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$604.21	99107	E 02 005 770 000 701 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$11,480.01	99107	E 01 020 810 000 000 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$3.00	99105	E 02 005 770 000 701 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$57.06	99105	E 01 020 810 000 000 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$8.60	99103	E 02 005 770 000 701 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$163.37	99103	E 01 020 810 000 000 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$5.58	99104	E 02 005 770 000 701 330	utilities	

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

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$105.93	99104	E 01 020 810 000 000 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$98.80	99106	E 02 005 770 000 701 330	utilities	
HOME	53982	CH	1	00435	CITY OF OLIVIA	04/16/2026	\$1,877.18	99106	E 01 020 810 000 000 330	utilities	
<b>Check Total:</b>							<b>\$14,403.74</b>				
HOME	53983	CH	1	6090	Dan Hampton	04/16/2026	\$211.60	99120	E 01 020 258 233 000 366	Large Group Choir Judge	
<b>Check Total:</b>							<b>\$211.60</b>				
HOME	53984	CH	1	5763	DAVID TILTON	04/16/2026	\$260.00	99122	E 01 020 296 980 000 305	4/16 Softball Umpire	
<b>Check Total:</b>							<b>\$260.00</b>				
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$644.89	99117	E 02 005 770 000 701 490	SY - Lunch	
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$2,408.63	99115	E 02 005 770 000 701 490	SY - Lunch	
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$403.32	99114	E 02 005 770 000 705 490	SY - Breakfast	
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$1,133.30	99116	E 02 005 770 000 701 490	SY - Lunch	
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$156.23	99118	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$88.90	99112	E 02 005 770 000 701 490	SY - Lunch	
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$44.45	99112	E 02 005 770 000 705 490	SY - Breakfast	
HOME	53985	CH	1	5470	Indianhead Foodservice Distributor, Inc.	04/16/2026	\$529.11	99113	E 02 005 770 000 705 490	SY - Breakfast	
<b>Check Total:</b>							<b>\$5,408.83</b>				
HOME	53986	CH	1	6058	JOHN GINOCCHIO	04/16/2026	\$220.00	99119	E 01 020 258 231 000 366	Large Group Band Contest Judge	
<b>Check Total:</b>							<b>\$220.00</b>				
HOME	53987	CH	1	00765	PAN-0-GOLD BAKING CO	04/16/2026	\$114.92	99111	E 02 005 770 000 701 490	Bread	
HOME	53987	CH	1	00765	PAN-0-GOLD BAKING CO	04/16/2026	\$136.24	99109	E 02 005 770 000 701 490	Bread	
HOME	53987	CH	1	00765	PAN-0-GOLD BAKING CO	04/16/2026	\$84.80	99110	E 02 005 770 000 701 490	Bread	
<b>Check Total:</b>							<b>\$335.96</b>				
HOME	53988	CH	1	6310	Peter Haller	04/16/2026	\$260.00	99124	E 01 020 296 980 000 305	4/16 Softball Umpire	
<b>Check Total:</b>							<b>\$260.00</b>				
HOME	53989	CH	1	4741	RANDALL POPP	04/16/2026	\$260.00	99123	E 01 020 296 980 000 305	4/16 Softball Umpire	
<b>Check Total:</b>							<b>\$260.00</b>				
HOME	53990	CH	1	01894	VALLEY ELECTRIC OF OLIVIA,INC.	04/16/2026	\$1,311.56	99121	E 01 005 865 000 370 305	Repair hoop motor mech and damaged ble	
<b>Check Total:</b>							<b>\$1,311.56</b>				
HOME	53991	CH	1	6296	Culligan of Olivia	04/17/2026	\$844.25	99128	E 01 020 810 000 000 401	salt, bottled water, cooler rental	
HOME	53991	CH	1	6296	Culligan of Olivia	04/17/2026	\$2,130.00	99128	E 01 020 810 000 000 401	BI Campus Parts & Labor	
<b>Check Total:</b>							<b>\$2,974.25</b>				

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

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	53992	CH	1	3406	FLIGHT DECK ATHLETICS	04/17/2026	\$2,222.44	99125	E 01 020 292 972 000 401	Track and Field batons, spikes, shots, tape	
<b>Check Total:</b>							<b>\$2,222.44</b>				
HOME	53993	CH	1	1883	MARCO TECHNOLOGIES, LLC	04/17/2026	\$63.75	99126	E 01 005 110 000 000 305	shred service	
HOME	53993	CH	1	1883	MARCO TECHNOLOGIES, LLC	04/17/2026	\$64.69	99127	E 01 005 110 000 000 305	shred service	
<b>Check Total:</b>							<b>\$128.44</b>				
HOME	53994	CH	1	5978	Tackle Box Web & Printing, Inc.	04/17/2026	\$293.00	99129	E 21 020 292 921 301 401	Robotics decals	
<b>Check Total:</b>							<b>\$293.00</b>				
HOME	53995	CH	1	6315	John Benson	04/20/2026	\$130.00	99132	E 01 020 294 976 000 305	4/20 Baseball Umpire	
<b>Check Total:</b>							<b>\$130.00</b>				
HOME	53996	CH	1	6201	John McRaith	04/20/2026	\$130.00	99133	E 01 020 296 980 000 305	4/20 Softball Umpire	
<b>Check Total:</b>							<b>\$130.00</b>				
HOME	53997	CH	1	6292	Matthew Felegy	04/20/2026	\$180.00	99135	E 01 020 296 980 000 305	4/20 Softball Umpire	
<b>Check Total:</b>							<b>\$180.00</b>				
HOME	53998	CH	1	6314	Mike Felcyn	04/20/2026	\$130.00	99131	E 01 020 294 976 000 305	4/20 Baseball Umpire	
<b>Check Total:</b>							<b>\$130.00</b>				
HOME	53999	CH	1	5436	MYRON FLUEGGE	04/20/2026	\$130.00	99130	E 01 020 294 976 000 305	4/20 Baseball Umpire	
<b>Check Total:</b>							<b>\$130.00</b>				
HOME	54000	CH	1	4741	RANDALL POPP	04/20/2026	\$130.00	99134	E 01 020 296 980 000 305	4/20 Softball Umpire	
<b>Check Total:</b>							<b>\$130.00</b>				
HOME	54001	CH	1	6236	Bound Book Scanning, Inc	04/22/2026	\$370.00	99154	E 21 020 298 964 301 401	10 Scanning of yearbooks	
<b>Check Total:</b>							<b>\$370.00</b>				
HOME	54002	CH	1	00435	CITY OF OLIVIA	04/22/2026	\$1,500.00	99151	E 01 020 294 976 000 305	2026 Ball Fields Usage	
<b>Check Total:</b>							<b>\$1,500.00</b>				
HOME	54003	CH	1	00653	H & L PRINTING	04/22/2026	\$95.00	99152	E 04 005 583 000 354 401	Preschool screening cards	
<b>Check Total:</b>							<b>\$95.00</b>				
HOME	54004	CH	1	01942	WEST CENTRAL TROPHIES	04/22/2026	\$99.00	99153	E 01 020 292 969 000 401	Year end plaques	
<b>Check Total:</b>							<b>\$99.00</b>				
HOME	54005	CH	1	6273	Health Partners	04/23/2026	\$1,920.00	99159	E 01 005 720 000 342 375	School Nurse Services March 2026	
HOME	54005	CH	1	6273	Health Partners	04/23/2026	\$1,840.00	99167	E 01 005 720 000 342 375	School Nurse Services Jan 2026	
HOME	54005	CH	1	6273	Health Partners	04/23/2026	\$960.00	99168	E 01 005 720 000 342 375	School Nurse Services Feb 2026	
<b>Check Total:</b>							<b>\$4,720.00</b>				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54006	CH	1	02203	HILLYARD Inc.	04/23/2026	\$5,165.67	99157	E 01 020 810 000 000 401	HIL 9907300 Scrubber IMOP XL Plus w/ b
<b>Check Total:</b>								<b>\$5,165.67</b>		
HOME	54007	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	04/23/2026	\$439.00	99158	E 01 020 211 000 000 401	10 cases of copy paper
HOME	54007	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	04/23/2026	\$439.00	99158	E 01 015 200 000 000 401	10 cases of copy paper
<b>Check Total:</b>								<b>\$878.00</b>		
HOME	54008	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	04/23/2026	\$402.33	99163	E 01 005 866 000 358 305	2025 Olivia School Abatement Renovation
<b>Check Total:</b>								<b>\$402.33</b>		
HOME	54009	CH	1	5309	MARSHALL PUBLIC SCHOOLS	04/23/2026	\$100.00	99161	E 01 020 292 971 000 369	4/13 Boys Golf
HOME	54009	CH	1	5309	MARSHALL PUBLIC SCHOOLS	04/23/2026	\$80.00	99161	E 01 020 292 971 000 369	4/14 Girls Golf
<b>Check Total:</b>								<b>\$180.00</b>		
HOME	54010	CH	1	6051	MCIS	04/23/2026	\$244.80	99169	E 01 020 211 000 000 401	MCIS HS Per Student Price
HOME	54010	CH	1	6051	MCIS	04/23/2026	\$345.00	99169	E 01 005 630 257 000 405	MCIS Base price
<b>Check Total:</b>								<b>\$589.80</b>		
HOME	54011	CH	1	4185	NISSEN'S DAIRY DELIVERY	04/23/2026	\$442.80	99165	E 02 005 770 000 701 495	Olivia-Lunch-Milk
HOME	54011	CH	1	4185	NISSEN'S DAIRY DELIVERY	04/23/2026	\$1,323.55	99166	E 02 005 770 000 701 495	Olivia-Lunch-Milk
<b>Check Total:</b>								<b>\$1,766.35</b>		
HOME	54012	CH	1	00117	REDWOOD AREA SCHOOLS - ISD #2897	04/23/2026	\$100.00	99162	E 01 020 292 972 000 369	4/20 Track Invite Fee
<b>Check Total:</b>								<b>\$100.00</b>		
HOME	54013	CH	1	6213	RIDDELL ALL AMERICAN SPORTS	04/23/2026	\$2,833.00	99160	E 01 020 294 973 000 401	Tru Fit Helmets-Reimbursed by players
HOME	54013	CH	1	6213	RIDDELL ALL AMERICAN SPORTS	04/23/2026	\$89.95	99160	E 01 020 294 973 000 401	shipping
<b>Check Total:</b>								<b>\$2,922.95</b>		
HOME	54014	CH	1	3731	SUMMIT FIRE PROTECTION	04/23/2026	\$2,065.00	99164	E 01 005 865 000 363 305	Service call: Leaking sprinkler pipe in the g
<b>Check Total:</b>								<b>\$2,065.00</b>		
HOME	54015	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	04/23/2026	\$121,830.10	99156	E 01 005 760 000 720 360	April Routes
HOME	54015	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	04/23/2026	\$4,620.10	99156	E 01 005 760 000 720 360	Mar/Apr Extra Curricular
HOME	54015	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	04/23/2026	\$322.58	99156	E 01 005 760 000 720 441	March Fuel - Gas
HOME	54015	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	04/23/2026	\$2,435.31	99156	E 01 005 760 000 720 441	March Fuel - Diesel
<b>Check Total:</b>								<b>\$129,208.09</b>		
HOME	54016	CH	1	5763	DAVID TILTON	04/23/2026	\$130.00	99202	E 01 020 296 980 000 305	4/23 SB
<b>Check Total:</b>								<b>\$130.00</b>		
HOME	54017	CH	1	5437	DUSTIN BOECKERS	04/23/2026	\$130.00	99201	E 01 020 296 980 000 305	4/23 SB
<b>Check Total:</b>								<b>\$130.00</b>		

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

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54018	CH	1	6317	Jason Renneke	04/23/2026	\$130.00	99203	E 01 020 296 980 000 305	4/23 SB	
<b>Check Total:</b>							<b>\$130.00</b>				
HOME	99953151	CH	1	4948	NICOLLET HIGH SCHOOL	03/31/2026	\$150.00	99136	E 01 020 296 978 000 369	Entry Fee, VB tourney, 9/27	
<b>Check Total:</b>							<b>\$150.00</b>				
<b>Bank HOME Total:</b>							<b>\$536,396.32</b>				
REFC	5287	CH	1	00061	CHAPPELL CENTRAL	03/20/2026	\$36,582.59	98933	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$36,582.59</b>				
REFC	5288	CH	1	6193	Commercial Drywall, Inc.	03/20/2026	\$38,679.24	98931	E 06 005 870 000 000 530	BOLD BP02 Olivia and Bird Island Additon	
<b>Check Total:</b>							<b>\$38,679.24</b>				
REFC	5289	CH	1	6188	Evenson Concrete Systems	03/20/2026	\$56,474.67	98928	E 06 005 870 000 000 305	BOLD BP02 Olivia Bird Island Additions ar	
<b>Check Total:</b>							<b>\$56,474.67</b>				
REFC	5290	CH	1	6167	FORD METRO , Inc.	03/20/2026	\$11,067.50	98930	E 06 005 870 000 000 305	BOLD BP02 Olivia and BI Additions and Re	
<b>Check Total:</b>							<b>\$11,067.50</b>				
REFC	5291	CH	1	6210	Lakeside Construction& Masonry	03/20/2026	\$123,333.75	98929	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$123,333.75</b>				
REFC	5292	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	03/20/2026	\$60,040.00	98932	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$60,040.00</b>				
REFC	5293	CH	1	5040	MCDOWALL COMPANY	03/20/2026	\$13,242.05	98934	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$13,242.05</b>				
REFC	5294	CH	1	6054	Nexus Solutions LLc	03/20/2026	\$149,152.23	98926	E 06 005 870 000 000 305	Project Development, Program Managemer	
<b>Check Total:</b>							<b>\$149,152.23</b>				
REFC	5295	CH	1	6118	Robert W. Carlstrom Co., Inc	03/20/2026	\$109,873.00	98927	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additons	
<b>Check Total:</b>							<b>\$109,873.00</b>				
REFC	5296	CH	1	6166	WILLMAR ELECTRIC	03/20/2026	\$110,200.00	98935	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$110,200.00</b>				
REFC	5297	CH	1	6193	Commercial Drywall, Inc.	04/23/2026	\$103,354.35	99176	E 06 005 870 000 000 530	BOLD BP02 Olivia and Bird Island Additon	
<b>Check Total:</b>							<b>\$103,354.35</b>				
REFC	5298	CH	1	6188	Evenson Concrete Systems	04/23/2026	\$33,973.90	99173	E 06 005 870 000 000 305	BOLD BP02 Olivia Bird Island Additions ar	
<b>Check Total:</b>							<b>\$33,973.90</b>				
REFC	5299	CH	1	6167	FORD METRO , Inc.	04/23/2026	\$7,908.75	99175	E 06 005 870 000 000 305	BOLD BP02 Olivia and BI Additions and Re	
<b>Check Total:</b>							<b>\$7,908.75</b>				

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

### Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
REFC	5300	CH	1	3611	JOHNSON CONTROLS BUILDING SOLUTI	04/23/2026	\$35,153.15	99180	E 06 005 870 000 000 530	App 5 Project: School District Olivia Bird Is	
<b>Check Total:</b>							<b>\$35,153.15</b>				
REFC	5301	CH	1	6210	Lakeside Construction& Masonry	04/23/2026	\$36,834.35	99174	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$36,834.35</b>				
REFC	5302	CH	1	6316	Landwehr Construction, Onc.	04/23/2026	\$409,062.40	99171	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Addition	
<b>Check Total:</b>							<b>\$409,062.40</b>				
REFC	5303	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	04/23/2026	\$86,296.31	99177	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$86,296.31</b>				
REFC	5304	CH	1	5040	MCDOWALL COMPANY	04/23/2026	\$93,974.95	99178	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$93,974.95</b>				
REFC	5305	CH	1	6054	Nexus Solutions LLc	04/23/2026	\$223,561.23	99170	E 06 005 870 000 000 305	Project Development, Program Managemer	
<b>Check Total:</b>							<b>\$223,561.23</b>				
REFC	5306	CH	1	6118	Robert W. Carlstrom Co., Inc	04/23/2026	\$286,102.10	99172	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additons	
<b>Check Total:</b>							<b>\$286,102.10</b>				
REFC	5307	CH	1	6166	WILLMAR ELECTRIC	04/23/2026	\$93,334.00	99179	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
<b>Check Total:</b>							<b>\$93,334.00</b>				

**Bank REFC Total:** \$2,118,200.52

**Report Total:** \$2,654,596.84

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

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	03/30/2026	\$332.50	98939	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	03/30/2026	\$687.54	98946	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	03/30/2026	\$904.18	98942	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	03/30/2026	\$479.21	98942	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	03/30/2026	\$2,845.90	98938	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	03/30/2026	\$908.39	98956	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	03/30/2026	\$116.68	98943	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	03/30/2026	\$41.66	98941	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	03/30/2026	\$454.16	98941	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	03/30/2026	\$32,237.60	98944	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	03/30/2026	\$11,385.18	98945	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	03/30/2026	\$8,506.98	98954	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	03/30/2026	\$7,000.65	98955	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	03/30/2026	\$27,888.84	98957	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	04/15/2026	\$332.50	99029	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	04/15/2026	\$687.54	99036	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	04/15/2026	\$904.18	99032	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	04/15/2026	\$479.21	99032	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	04/15/2026	\$2,845.90	99028	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	04/15/2026	\$908.39	99046	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	04/15/2026	\$116.68	99033	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	04/15/2026	\$41.66	99031	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	04/15/2026	\$454.16	99031	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	04/15/2026	\$34,021.80	99034	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	04/15/2026	\$12,661.58	99035	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	04/15/2026	\$9,425.01	99044	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	04/15/2026	\$7,583.89	99045	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	04/15/2026	\$28,452.94	99047	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	1772	XCEL ENERGY	03/31/2026	\$5,741.95	99138	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	1772	XCEL ENERGY	03/31/2026	\$2,535.02	99139	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	2390	CENTERPOINT ENERGY	03/31/2026	\$21,413.81	99137	E 01 020 810 000 000 331	Fuel for Buildings
HOME		NX	1	2812	HOMETOWN BANK	03/31/2026	\$44.95	99145	E 01 005 110 000 000 305	Merch Bank Billing
HOME		NX	1	4419	TASC	03/31/2026	\$377.68	99144	E 01 005 160 000 000 305	Admin fees
HOME		NX	1	4671	DELTA DENTAL MINNESOTA	03/31/2026	\$1,663.89	99140	B 01 215 032	Dental Ins

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	5933	CENTURYLINK	03/31/2026	\$255.80	99142	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	5933	CENTURYLINK	03/31/2026	\$210.16	99141	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	6232	Liberty Mutual Insurance	03/31/2026	\$5,006.00	99143	E 01 005 940 000 000 340	Addl Insurance
HOME		NX	1	3683	Amazon	03/31/2026	\$63.37	99146	E 01 020 810 000 000 401	Custodial Supplies
HOME		NX	1	3683	Amazon	03/31/2026	\$74.43	99147	E 01 020 292 969 000 401	Receiver and Cable for Bird Island
HOME		NX	1	3683	Amazon	03/31/2026	\$19.59	99150	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	3683	Amazon	03/31/2026	\$9.50	99150	E 01 020 301 000 000 430	Air filter
HOME		NX	1	3683	Amazon	03/31/2026	\$16.59	99181	E 01 020 810 000 000 401	Custodial Supplies
HOME		NX	1	3683	Amazon	03/31/2026	\$864.15	99182	E 01 015 810 000 000 401	Blinds for 5/6th grade
HOME		NX	1	3683	Amazon	03/31/2026	\$96.10	99183	E 01 020 301 000 628 430	bandsaw blade
HOME		NX	1	3683	Amazon	03/31/2026	\$86.41	99183	E 01 020 301 000 000 430	Carb Kit
HOME		NX	1	3683	Amazon	03/31/2026	\$18.97	99183	E 01 020 301 000 000 430	Carburetor
HOME		NX	1	3683	Amazon	03/31/2026	\$14.32	99184	E 01 020 050 000 100 401	Pink Pipe Cleaners Craft Supplies Chenille
HOME		NX	1	3683	Amazon	03/31/2026	\$65.97	99184	E 01 020 050 000 100 401	SKITTLES Original Fun Size Chewy Candy
HOME		NX	1	3683	Amazon	03/31/2026	\$33.78	99184	E 01 020 050 000 100 401	M&M's Milk Chocolate Fun Size Candy, Bu
HOME		NX	1	3683	Amazon	03/31/2026	\$6.99	99184	E 01 020 050 000 100 401	600 Yards White Curling Ribbon 1/5 Inch E
HOME		NX	1	3683	Amazon	03/31/2026	\$6.99	99184	E 01 020 050 000 100 401	40 Sheets White Cardstock Paper 8.5 x 11
HOME		NX	1	3683	Amazon	03/31/2026	\$9.99	99184	E 01 020 050 000 100 401	Hallmark Valentines Day Cards Assortmen
HOME		NX	1	3683	Amazon	03/31/2026	\$15.96	99185	E 01 005 640 000 316 401	1/13 Staff Dev
HOME		NX	1	3683	Amazon	03/31/2026	\$84.60	99186	E 01 015 050 000 000 401	assorted fidget toys,puzzles
HOME		NX	1	3683	Amazon	03/31/2026	\$6.27	99187	E 01 005 640 000 316 401	1/13 Staff Dev supplies
HOME		NX	1	3683	Amazon	03/31/2026	\$215.95	99188	E 04 005 505 000 321 401	Community Ed Supplies
HOME		NX	1	3683	Amazon	03/31/2026	\$18.99	99189	E 01 020 301 000 000 430	fuel gauge
HOME		NX	1	3683	Amazon	03/31/2026	\$75.63	99190	E 01 015 200 000 000 401	Elem office supplies
HOME		NX	1	3683	Amazon	03/31/2026	\$68.05	99190	E 01 020 211 000 000 401	HS office supplies
HOME		NX	1	3683	Amazon	03/31/2026	\$52.85	99191	E 01 020 301 000 000 430	stand
HOME		NX	1	3683	Amazon	03/31/2026	\$43.38	99191	E 01 020 301 000 000 430	carb. kit
HOME		NX	1	3683	Amazon	03/31/2026	\$15.78	99192	E 01 005 720 000 000 401	Nursing supplies
HOME		NX	1	3683	Amazon	03/31/2026	\$146.78	99193	E 01 020 301 000 000 430	Carb Kit
HOME		NX	1	3683	Amazon	03/31/2026	\$132.89	99193	E 01 020 301 000 000 430	Carb kit
HOME		NX	1	3683	Amazon	03/31/2026	\$19.19	99194	E 01 015 620 343 000 401	candy for library
HOME		NX	1	3683	Amazon	03/31/2026	\$63.98	99195	E 01 020 810 000 000 401	Custodial Supplies - cleaner concentrate
HOME		NX	1	3683	Amazon	03/31/2026	\$99.85	99196	E 01 005 420 000 740 433	cabinet locks
HOME		NX	1	3683	Amazon	03/31/2026	\$153.35	99197	E 01 020 240 000 000 430	health class suppl

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	3683	Amazon	03/31/2026	\$8.71	99198	E 01 020 211 000 000 401	Sheet protectors
HOME		NX	1	3683	Amazon	03/31/2026	\$8.71	99198	E 01 020 211 000 000 401	sheet protectors
HOME		NX	1	3683	Amazon	03/31/2026	\$1,608.94	99199	E 01 005 630 257 302 555	Tech Supplies and Equipment - charging, i
HOME		NX	1	3683	Amazon	03/31/2026	\$113.70	99200	E 01 020 292 969 000 401	Weightlifting weight clips
HOME		NX	1	3683	Amazon	03/31/2026	\$18.97	99148	E 01 020 050 000 000 401	Cooking, 12 Inches Soup Spoons for Eatin
HOME		NX	1	3683	Amazon	03/31/2026	\$23.74	99148	E 01 020 050 000 000 401	Betty Crocker Whipped Butter Cream Frosti
HOME		NX	1	3683	Amazon	03/31/2026	\$25.60	99148	E 01 020 050 000 000 401	WRAPAHOLIC 12-Count Holographic Red
HOME		NX	1	3683	Amazon	03/31/2026	\$22.99	99148	E 01 020 050 000 100 401	Half Size Aluminum Pans 9x13-30 Pack Alu
HOME		NX	1	3683	Amazon	03/31/2026	\$31.34	99148	E 01 020 050 000 100 401	Frito-Lay Fun Times Mix Variety Pack, (Pa
HOME		NX	1	3683	Amazon	03/31/2026	\$26.22	99148	E 01 020 050 000 100 401	Welch's Fruit Snacks, Mixed Fruit & Berrie
HOME		NX	1	3683	Amazon	03/31/2026	\$22.92	99148	E 01 020 050 000 100 401	Lance Sandwich Crackers, Variety Pack, 3
HOME		NX	1	3683	Amazon	03/31/2026	\$26.38	99148	E 01 020 050 000 100 401	Quaker Chewy Granola Bars, Chocolate C
HOME		NX	1	3683	Amazon	03/31/2026	\$24.68	99148	E 01 020 050 000 100 401	Lamosi 180 Pack 16 oz Coffee Cups, Papi
HOME		NX	1	3683	Amazon	03/31/2026	\$8.99	99149	E 01 015 203 000 000 430	Epakh 4 Pieces Dry Erase Erasers Magne
HOME		NX	1	3683	Amazon	03/31/2026	\$26.69	99149	E 01 015 203 000 000 401	36 Pack Watercolor Paint Set,
HOME		NX	1	3683	Amazon	03/31/2026	\$65.08	99149	E 01 015 203 000 000 401	Crayola Oil Pastels Classpack (336ct),
HOME		NX	1	3683	Amazon	03/31/2026	\$10.86	99149	E 01 015 203 000 000 401	Crayola Air Dry Clay (5lbs)
HOME		NX	1	3683	Amazon	03/31/2026	\$5.29	99149	E 01 015 203 000 000 401	HongWay Masking Tape 1 Inch, 6 Rolls
HOME		NX	1	3683	Amazon	03/31/2026	\$26.17	99149	E 01 015 203 000 000 430	Smead File Jacket, Reinforced Straight-Cu
HOME		NX	1	3683	Amazon	03/31/2026	\$14.97	99149	E 01 015 203 000 000 430	Sooez 24 Pack Mesh Zipper Pouch with S
HOME		NX	1	1022	MN DEPT. OF REVENUE	04/23/2026	\$172.00	99155	B 01 212 000	Sales Tax
HOME		NX	1	1022	MN DEPT. OF REVENUE	04/23/2026	(\$0.11)	99155	B 01 212 000	Rounding
HOME		NX	1	1022	MN DEPT. OF REVENUE	04/23/2026	\$0.11	99155	E 01 005 110 000 000 305	Rounding
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$13.95	99206	E 01 020 292 964 000 820	Subscription for weight room
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$282.88	99207	E 01 005 760 000 723 360	CCT passes for special transportation acc
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$40.81	99208	E 01 020 292 969 000 401	Staff Dev Meal
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$6.59	99208	E 01 020 292 964 000 401	Ice for Athletic Injuries
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$11.98	99208	E 01 020 292 964 000 401	Ice for Athletic Injuries
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$343.45	99208	E 01 020 292 969 000 366	State Wrestling lodging
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$506.80	99208	E 01 020 292 969 000 366	State Wrestling lodging
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$28.47	99208	E 01 020 292 969 000 366	State Wrestling meal
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$437.60	99208	E 04 005 582 000 344 401	Discount School EC Supplies
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$15.30	99209	E 04 005 505 000 321 401	Comm Ed Programming supplies
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$113.85	99209	E 04 005 505 000 321 401	Comm Ed Programming supplies

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

**Payment Reg by Check-No Voids**

Check Number: 0-2147483647 Payment Date: 03/20/2026-04/23/2026

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$64.39	99209	E 04 005 505 000 321 490	Paren't Night Out Food
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$393.20	99210	E 01 005 640 000 316 366	Marriot - Staff Dev
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$660.24	99210	E 01 005 640 000 316 366	Radisson - Staff Dev
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$90.00	99210	E 01 020 331 000 628 366	FACS to the MAX - Perkins - PC
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$412.00	99210	E 01 020 050 000 000 820	MACTA
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$278.28	99210	E 01 005 630 257 000 465	Tech Supplies & Equipment
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$182.00	99204	E 01 020 292 969 000 366	AD Assistant Conference fee
HOME		NX	2	3614	HARRIS MASTERCARD	03/31/2026	\$291.94	99205	E 01 020 810 000 000 401	Fobs

**Check Total: \$239,021.50**

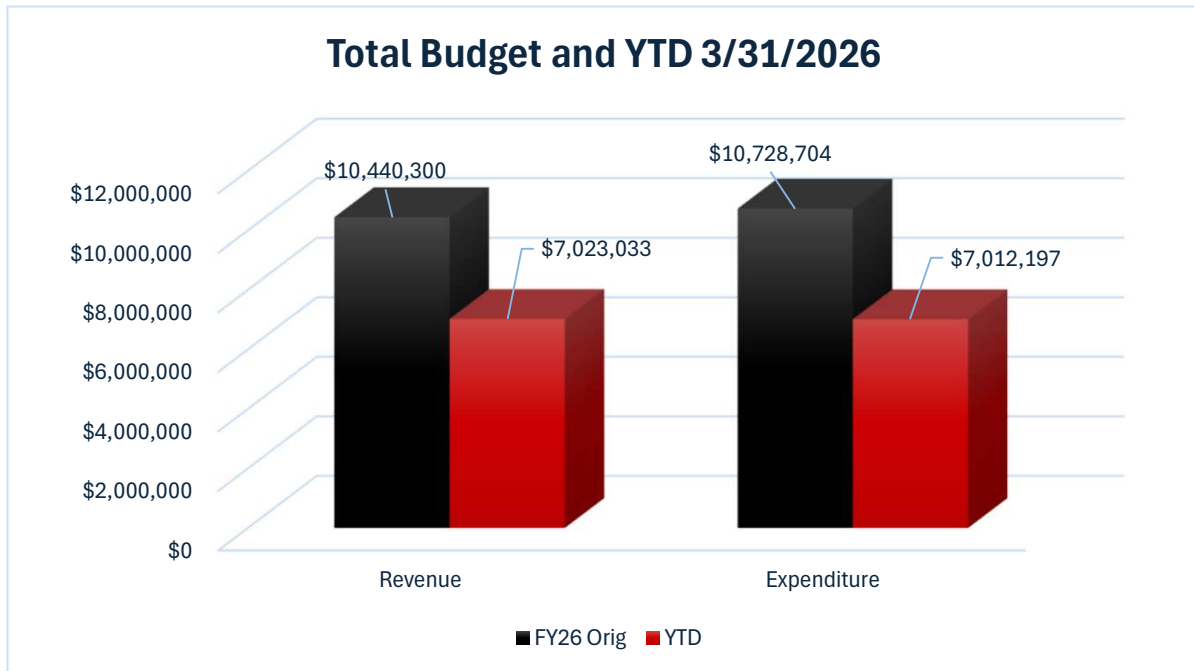
**Bank HOME Total:**

**Report Total:**

**BOLD ISD #2534**  
**Monthly Operating Budget Report March 31, 2026**

	<u>Revenue</u>		<u>Expense</u>	
<b>FY26 Original</b>	\$10,440,300		\$10,728,704	
<b>Month Ending:</b>		<b>% of Total FY25 ORIG</b>		<b>% of Total FY25 ORIG</b>
7/31/2025*	\$60,743	0.6%	\$417,951	3.9%
8/31/2025*	\$998,997	9.6%	\$284,443	2.7%
9/30/2025	\$511,587	4.9%	\$852,134	7.9%
10/31/2025	\$951,868	9.1%	\$955,027	8.9%
11/30/2025	\$314,699	3.0%	\$779,924	7.3%
12/31/2025	\$1,415,235	13.6%	\$1,015,787	9.5%
1/31/2026	\$862,035	8.3%	\$648,995	6.0%
2/28/2026	\$797,624	7.6%	\$1,049,283	9.8%
3/31/2026	\$1,110,245	10.6%	\$1,008,653	9.4%
4/30/2026		0.0%		0.0%
5/31/2026		0.0%		0.0%
6/30/2026		0.0%		0.0%
<b>Total YTD</b>	<b>\$7,023,033</b>	<b>67.3%</b>	<b>\$7,012,197</b>	<b>65.36%</b>

\* subject to change pending year end adjustments



**BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534**  
**Referendum Construction Cash Balance**  
3/31/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$324,952.87)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$599,806.93
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$14,564,789.54
<b>Construction Balance</b>					<b>\$14,839,643.60</b>

**BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534**  
**Operating Cash Balance**  
**3/31/2026**

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Citizens Alliance Bank, Lake Lillian Branch	ISD #2534 Bold Public School	Money Market - MMDA	471224	0.70%	\$257,155.57
		Checking - Regular DDA	471160	0.00%	\$1,966.40
Home Town Bank	ISD 2534	CD Marnold Ostby Estate	209216944	2.75%	\$83,436.48
		Marnold Ostby Savings	201002552	3.03%	\$10,293.60
		Lentz Music Department	2426	3.04%	\$8,058.98
		Lentz Scholarships	2440	3.04%	\$31,291.65
		Money Market	202000939	0.25%	\$5,546.16
		IntraFi Cash for premium checking	282	3.00%	\$4,203,016.22
		Value Checking (Petty Cash)	2300846	0.00%	\$1,166.13
		Premium Checking	2701282	3.04%	(\$133,563.38)
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,368.20
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,543.80
		Robert Remsberg Scholarship 24 Mo. CD	7793	2.23%	\$19,000.00
		Zetah Scholarship 24 Mo. CD	7775	2.23%	\$23,090.00
		Robertson Scholarship Savings Fund	6321	0.50%	\$5,248.44
		Robertson Scholarship CD	20271	1.77%	\$5,000.00
Frandsen Financial Corporation, BI	ISD #2534	Sheila Madsen Mem. Scholarship 12 Mo. CD	111690	0.50%	\$819.28
<b>Total Cash Deposits</b>					<b>\$4,541,966.61</b>

Fund Summary:

District Funds	\$ 4,335,816.18
Trust Funds	<u>\$ 206,150.43</u>
<b>Total</b>	<b><u>\$ 4,541,966.61</u></b>

People may wonder "how are we projecting a deficit while also showing similar revenues and expenses". It is important to remember that all budgets are a guess and the end of the year brings payroll payoffs which paired with unsettled contracts could impact expenses yet through the end of this fiscal year. We also have good enrollment supporting our district that has remained steady.

# BOLD BOARD OF EDUCATION REGULAR MEETING

Monday, March 23, 2026 7:00 PM

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

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

## I. Call to Order and Roll Call

**Speaker(s):** Chair

**Discussion:** Meeting was called to order at 7:00 PM  
Peppel

## II. Pledge of Allegiance

## III. Approval of Agenda

### Action(s):

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

### Voting Detail:

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

**Voting Summary:** Yea: 7, Nay: 0

## IV. Recognition of Visitors to the School Board

## V. Public Forum

## VI. Consent Items

**Speaker(s):** Chair

### Action(s):

Peppel

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

### Voting Detail:

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

Todd Sheehan: Yea  
Michael Zimmerman: Yea  
**Voting Summary:** Yea: 7, Nay: 0

**VII. Reports**

VII.A. **Superintendent Report**

VII.B. **PK-6 Principal Report** **Speaker(s):** Principal  
Krafka

VII.C. **7-12 Principal Report** **Speaker(s):** Principal  
Bodin

VII.D. **Activities Report**

VII.E. **Community Education Report**

VII.F. Food Service Director Report **Speaker(s):** Margaret  
Fleming

VII.G. **Pool Report**

VII.H. **Facilities Report**

VII.I. **School Board Committee Reports**

**VIII. New Business**

VIII.A. Bird Island Baseball Park Complex  
Contract Spring 2026 season

**Action(s):**

I move to approve the Bird Island Ball Park  
Complex Contract as included in the board report.  
This motion, made by Dr. Todd Frank and seconded  
by Brad Aaseth, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 7, Nay: 0

VIII.B. Ticket Prices for the Spring 2026 Play

**Action(s):**

I move to approve the Spring Play ticket prices  
for student at \$8 and adult at \$12. 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

Michael Zimmerman: Yea

**Voting Summary:** Yea: 7, Nay: 0

VIII.C. Stipend for Literacy Lead for SY25-26

**Action(s):**

I move to approve a stipend of \$5,200 for the Literacy Lead. This motion, made by Brad Aaseth and seconded by Sandy Benson, Carried.

**Voting Detail:**

Brad Aaseth: Yea

Sandy Benson: Yea

Mary Ella Clouse: Yea

Dr. Todd Frank: Yea

Greg Peppel: Yea

Todd Sheehan: Yea

Michael Zimmerman: Yea

**Voting Summary:** Yea: 7, Nay: 0

VIII.D. Fundraiser for the BOLD Volleyball

Boosters to sell Heggies Pizzas April 2026

**Action(s):**

I move to approve the Volleyball fundraiser to sell Pizzas. This motion, made by Todd Sheehan and seconded by Michael Zimmerman, Carried.

**Voting Detail:**

Brad Aaseth: Yea

Sandy Benson: Yea

Mary Ella Clouse: Yea

Dr. Todd Frank: Yea

Greg Peppel: Yea

Todd Sheehan: Yea

Michael Zimmerman: Yea

**Voting Summary:** Yea: 7, Nay: 0

VIII.E. Transfer \$200,000.00 of bond interest money to the bond contingency fund.

**Action(s):**

I move to transfer \$200,000.00 of bond interest money to the referendum contingency fund. This motion, made by Brad Aaseth and seconded by Michael Zimmerman, Carried.

**Voting Detail:**

Brad Aaseth: Yea

Sandy Benson: Yea

Mary Ella Clouse: Yea

Dr. Todd Frank: Yea

Greg Peppel: Yea

Todd Sheehan: Yea

Michael Zimmerman: Yea

**Voting Summary:** Yea: 7, Nay: 0

VIII.F.

First and final reading of Policies:

**Speaker(s):** Members Clouse and Frank

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

**Action(s) :**

I move to approve Policies 406, Public and Private Personnel Data; 420, Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions; 520 Student Surveys; and 620, Credit for Learning as published in the board packet. Policy 613, Graduation Requirements was tabled to the April 27, 2026 Regular Board Meeting. This motion, made by Dr. Todd Frank 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  
 Michael Zimmerman: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Discussion:** Policy 613 Graduation Requirements was amended by Frank and Clouse to remove it from the list of First and Final Reading of Policies. It will be discussed at a later date.

VIII.G. Final Reading (3/3) of Policy 616, School District System Accountability. (Attachment) **Speaker(s) :** Member Clouse

**Action(s) :**

Approval for Policy 616. This motion, made by Michael Zimmerman and seconded by Mary Ella Clouse, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 7, Nay: 0

VIII.H. Final Readings (3/3) of Policy 621, Literacy and the READ Act. (Attachment) **Speaker(s) :** Member Clouse

**Action(s) :**

I move to adopt Policy 621, Literacy and the READ

Act as 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  
Michael Zimmerman: Yea

**Voting Summary:** Yea: 7, Nay: 0

VIII.I. Second of three readings of Policy 211, Criminal or Civil Action Against School District, School Board Member, Employee, or Student.

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

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

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

VIII.M. First of three readings of Policy 404, Employment Background Checks **Speaker (s):** Member Clouse

VIII.N. First of three readings of Policy 410 Family and Medical Leave Policy **Speaker (s):** Member Frank

VIII.O. First of three readings of Policy 503, Student Attendance. **Speaker (s):** Member Clouse

VIII.P. First of three readings of Policy 530, Immunizations Requirements with Forms **Speaker (s):** Member Clouse

VIII.Q. Formation of a Gymnastics Co-op with Wilmar SY26-27

**Action(s):**

I move to approve pursuing a gymnastics co-op with Willmar starting in SY26-27. This motion, made by Mary Ella Clouse and seconded by Michael Zimmerman, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 7, Nay: 0

VIII.R. Recommendations Regarding the Reduction/Discontinuance of Programs and Positions **Speaker (s):** Superintendent Tydlacka

**Action(s):**

I move to approve the discontinuation of the FACS program. Made by Aaseth, unseconded. Motion failed. This motion, made by Brad Aaseth, Unseconded.

VIII.S. Committee structure change: Combine Ag and FACS CTE committees into a single CTE Committee.

**Speaker (s):** Principal Bodin

**Action(s):**

I move to approve the committee structure change to combine the Ag and FACS CTE committees into a single CTE committee with the members as noted. This motion, made by Michael Zimmerman and seconded by Mary Ella Clouse, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 7, Nay: 0

VIII.T. Resolution for Acceptance of Gifts

**Speaker (s):** Chair Peppel

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

**Speaker (s):** Chair Peppel

**IX. Upcoming dates:**

**April 27, 2026 Regular School Board Meeting,  
Media Center, 7:00PM  
May 18, 2026 Regular School Board Meeting,  
Media Center, 7:00PM**

**Speaker (s):** Chair Peppel

**X. Adjourn**

**Action(s):**

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

**Voting Detail:**

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

**Voting Summary:** Yea: 7, Nay: 0

**Discussion:** Adjourned at 8:40 Pm

April 27, 2026 Board Meeting

NEW HIRES:

1. Ethan Kunka, Musical Vocal Director
2. Jessalyn Toov, ADSIS K-6 School Social Worker
3. Leslie Snow, 2nd Grade
4. Becky Thole, Musical Choreographer
5. Marissa Greely, 5-12 PE and Health

RESIGNATIONS/TERMINATIONS:

1. Alex Smothers, Head Boys Basketball Coach
2. Penny Christy, FACS

LEAVES OF ABSENCES:

- 1.



# BOLD Public Schools

CONSTRUCTION UPDATE | April 20, 2026

An architectural rendering of a school building. The main building is made of light-colored brick. A prominent feature is a red, cantilevered canopy structure supported by three dark wooden posts. The words "BOLD SCHOOL" are written in white, bold, sans-serif capital letters on the front edge of the red canopy. To the left of the canopy, there are two doorways with dark frames. To the right, there are large windows with dark frames. The ground in front is a light-colored gravel or stone surface.

BOLD SCHOOL

**NEXUS**  
SOLUTIONS®



CONSTRUCTION UPDATE | April 20, 2026

# Bird Island Renovations

## REMODEL & DEMO AREAS



### Ongoing Work

- › Demolition work continues and is expected to wrap up in May

### Up Next

- › Civil work and vestibules built





CONSTRUCTION UPDATE | April 20, 2026

# Olivia Renovations

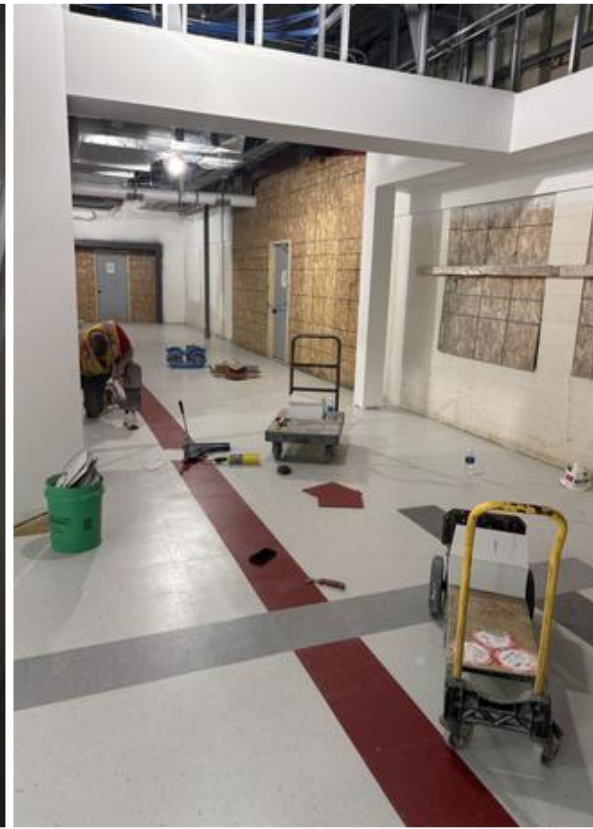
## FRONT ENTRANCE

### AREA E – Ongoing

- › Main office finishes are complete
- › Final inspections planned for this week
- › Corridor painting is wrapping up
- › Exterior panels are almost complete, and sign installation will follow

### AREA E – Up Next

- › Work on hard scape is pending road restrictions and once lifted work can be completed





CONSTRUCTION UPDATE | April 20, 2026

# Olivia Renovations

## 1922 BUILDING DEMO & ADDITION

### AREA D - Ongoing Work

- › Footings and foundation work continues through next month
- › Masonry walls begins and is expected to continue over the next month
- › Steel work begins 4/27 and is expected to take approximately 6-8 weeks





CONSTRUCTION UPDATE | April 20, 2026

# Olivia Renovations

## PRE-SUMMER 2026 WORK

### Science Rooms

- › Work installing piping below the floor has begun
- › Electrical rough ins are also getting started
- › Work on mechanical unit ventilator underway

### Other

- › Removing old air handlers to prepare for replacements
- › Demolition of Band Room has begun
- › Work on Training Room continues



**Superintendent Board Report**  
**BOLD Public Schools**  
**April 27, 2026**

**Mission Statement**

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

● **Gratitude:**

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

● **General Updates:**

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

● **Legislative Updates:**

- House Ed Finance:
  - GOP Gavel
    - Repeal Special Education Cut (50 million)

- Repurpose Northern Express light rail funding for Safe Schools
    - DFL Gavel
      - Increase Student Support Personnel Aid
      - Review Walz supplemental education plan
    - Senate Ed Finance:
      - Proposing to modify restrictive procedures for students with disabilities
    -
  - **Facilities Updates:**
    - Construction
      - See attached documents
        - Construction progress
          - Bird Island building demo
          - Area E to be finished soon
        - expenditures/balance
    - BI Flooding
- **Community Engagement**
  - Thursday morning coffee/tea with Mr. T
  - Book club
  - Kiwanis
  - The Register
  - Creating a Better Future

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

**Mission Statement**

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

- **Gratitude:**

- Taxpayers
- **General Updates:**
  - Poets in the freshman class (Class of 2029)
  - Preschoolers got a visit from cousin Clyde the Leprechaun
  -
- **Legislative Updates:**
  - Day at the Capitol: March 5th and the 9th
    - Attendance (kids need to be in school, not online)
    - Assessments (MCA reform)
    - Stop adding more to teachers' plates
    - Bond ballot language
    - Legislators want relationships
    - PSEO reform
    - Discipline policies (give control back to districts)
    - SPED (cutting funding would kill school budgets)
    - CPR/AED (coaches to be required to be trained)
    - Increase Safe Schools revenue
  -
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
        - Bird Island building demo
        - Area E to be finished soon
      - expenditures/balance
        - Just discovered that our financial oversight costs were not built into the referendum, nor was a budget line created for these expenditures.
      - \$3 M CD matures on 2/24
      - \$200 K from bond interest will go to the contingency budget
      - Will be trying to get money back from the architectural company for ambiguous plans and unidentified structural issues
  - Still springing leaks
- **Community Engagement**
  - Thursday morning coffee/tea with Mr. T
  - Book club
  - Kiwanis
  - The Register

- Newsletter
- Creating a Better Future

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

**Mission Statement**

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

- **Gratitude:**

- Activities Director
- Chess Club: Parker Revier
- Bus drivers
- Cooks

- **General Updates:**

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

- **Legislative Updates:**

- Proposed Compensatory Aid Reduction:  
<https://mreavoice.org/compensatory-funding-formula-raises-alarm/>

- Compensatory aid (or revenue) in education is state-provided funding for schools to support students from low-income families or those needing extra academic support. A "hold harmless" provision ensures that school districts do not experience a sudden, drastic drop in this funding due to formula changes or shifts in student counts, such as moving from free/reduced-price lunch applications to direct certification.
  
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
        - Just discovered that our financial oversight costs were not built into the referendum, nor was a budget line created for these expenditures.
      - \$3 M CD matures on 2/24
    - Will be advertising for open bids for lawn care
    - Still springing leaks
  
- **Community Engagement**
  - Basketball, wrestling, dance, and chess club
  - Book club

**Superintendent Board Report  
BOLD Public Schools  
January 26, 2026**

**Mission Statement**

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

- **Gratitude:**
  - Superior Transportation bus drivers

- Cooks
- Bus supervisor
- OPD
- paraprofessionals
  
- **General Updates:**
  - Abatement costs
    - Over 700K
      - Options for covering costs
  - DAC (District Advisory Committee)
    - Need members (parents, community members, staff, teachers, students, board members)
    - Ensures community engagement in the review and improvement of:
      - Curriculum
      - Instruction
      - Assessment
      - Student achievement
    - Duties include:
      - Recommendation of district goals
      - Analyze student achievement data
      - Advise on budget priorities tied to learning
  - Strategic planning
  - Day at the Capitol: March 4-5
  
- **Legislative Updates:**
  - MREA, MASA, MSBA, AMSD, MASE, MINNSPRA, MASPA, MACS, MASSP, MESPA, MCEA, Minnesota PTA
    - As Minnesota education organizations, we write to emphasize the urgent need to reaffirm federal policies that protect student safety and ensure the stable operation of schools and other essential community institutions.
  
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
  - Olivia gym floor replacement is still in the conversation
    - Pole vaulting pit request
  - Feasibility Study done on 1/21/26

- The Renville County HRA/EDA (Housing and Redevelopment Authority /Economic Development Authority)has received a grant to conduct a feasibility study to evaluate health and wellness needs in our county, including facilities.
  - Delays due to weather and ICE (Commercial Drywall)
- **Community Engagement**
  - Renville Register
  - Kiwanis Meeting
  - Basketball games
  - Lake Lillian visit

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

**Mission Statement**

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

- **Gratitude:**
  - The staff and students for enduring the rough waters
  - Olivia Medical Clinic
  - BOLD Band and Choir
- **General Updates:**
  - Our facilities director now has his boiler license
  - Custodial staff is trained on the remote temperature control system
  - Disharmony over lack of communication with staff and community about what got cut from the \$60 million plan when it changed to the \$40 million plan
- **Legislative Updates:**
  - Minnesota Paid Leave starts January 1, 2026
    - [Quick Facts Link](#)
  - MREA update
    - State expenditures are surpassing revenue

- Proposed cuts to SPED funding
      - ADSIS is on the chopping block
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
  - Elementary classroom climates are under control
    - Pipes fixed
    - Air quality tested
  - Leak in elementary hallway is repaired
  -
- **Community Engagement**
  - Renville Register
  - Pool Board Meeting
  - Kiwanis Meeting
  - Basketball games
  - Music Concert
- **Working on**
  - Negotiating teacher and district office staff contracts
  - Negotiating individual contracts for admin. Team
  - In both cases, we are trying to balance fiscal responsibility with professional responsibility
  - Patching holes in the hull

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

- **Gratitude:**
  - Admin team
- **General Updates:**
  - Health and Wellness Committee Meeting
  - Robotics fundraiser
  - MSBA Conference Jan. 15-16

- Most cameras are working in Olivia Building
  
- **Legislative Updates:**
  - Minnesota Paid Leave starts January 1, 2026
    - [Quick Facts Link](#)
    - [Comparison Spreadsheet](#)
  
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
  - Video cameras
  - Railing for balcony aisles on the balcony in the Olivia gym
  - Stage lights working
  - BI building bathrooms will be working by showtime
  
- **Community Engagement**
  - Renville Register
  - Adventures with Sherri B.
  - BOLD Varsity Volleyball
  - Quarterly Newsletter
  
- **Working on**
  - Negotiating teacher and district office staff contracts
  - Identifying inefficiencies in our current insurance coverage
    - Working with North Risk Partners
      - MN Paid Leave
    - Theft coverage is \$250,000
    - Have spent around \$30k on forensic audit so far, will be spending more as Eide Baily continues to work with OPD
  - Hand rails for the balcony in the North Olivia Gym
    - Jim Wagemaker will help pay for it
      - RW Carlstrom sent us an estimate for the job at 13K
  - Health and Wellness Committee Oct. 23 @ 4pm
  - Academics Committee
  - Strategic Plan Committee
    - MSBA

- \$9,500 over 5 years
  - \$1,900 per year
    - \$3 per student per year
- Internal/external surveys
- Listening sessions
  - Students, staff, board, core admin, community
- School board self-evaluation-start now
- Strategic Planning-start in spring

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

- **Gratitude:**
  - Teachers
    - Kinder: Nichole Baumgartner/Susan Henriksen, 1st: Trisha Neubauer/Angela Klein, 4th Rhonda Schmieg/Tami Steffel, 7th, hs sped, paras
  - OPD
  - Superior bus drivers
- **General Updates:**
  - Health and Wellness Committee
  - Secondary Sparsity Revenue
    - BOLD \$18K (602 ADM)
    - RCW \$140 K (503 ADM)
    - BLHS \$180K (419 ADM)
- **Legislative Updates:**
  - Minnesota Paid Leave starts January 1, 2026
    - [Quick Facts Link](#)

- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
  - Fire Alarm
  
- **Community Engagement**
  - FM Bank
  - Renville Register
  - BLHS Superintendent
  - Community Ed. Board meeting
  - BOLD Varsity Volleyball
  - FM Bank Mixer
  
- **Working on**
  - Will be negotiating teacher and district office staff contracts
  - EMC Insurance Claim/missed deadline
    - Working with Paul Johannes and Eide Bailly, our forensic auditor
      - No charges filed yet/still investigating
  - Health and Wellness Committee Oct. 9 @ 4pm
  - Academics Committee
  - Strategic Plan Committee

**Superintendent Board Report**  
**BOLD Public Schools**  
**August 25, 2025**

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

- Met with Bob from MREA who made me aware of monthly calls I can join to receive legislative updates
  - Bob also encouraged the board and me to attend the MREA conference in January
  
- **Facilities Updates:**
  - Construction
    - See attached documents
      - Construction progress
      - expenditures/balance
    - Abatement bid
      - Titan Environmental won the bid
    - School readiness
      - Gerry got projectors/tvs in rooms
      - Custodians got pallets delivered to classrooms
      - Teachers got rooms set up
      - Principals were running around supporting everyone
      - Admin assist dutilessly worked in the sauna to assist with registrations, communications, etc.
    - Flooding
    - Parking
  
- **Community Engagement**
  - Hometown Bank former student Parker wants to start a chess club at BOLD
  - Paraguayan conversations with Just Coffee folk
  - Moved to Bird Island
    - Cultural Center
    - Farmer's Market
  - Olivia Hospital and Clinic tour
  
- **Working on**
  - Will be negotiating teacher and district office staff contracts
  - EMC Insurance Claim
    - Working with Paul Johannes and Eide Bailly, our forensic auditor
      - No charges filed yet/still investigating
  - Nexus meetings/walk throughs
  - Building superintendent network
  - SWWC training
  - Back to school planning

- Meeting staff
- Identifying communication gaps
  - Nexus and Facilities Committee
- Will be working with Baker Tilly and Nicole V. on budget analysis and forecasting
- Learning from staff

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

- **Gratitude:**

- Board members
- District Office staff/Admin.
- Custodial staff
- Cooking staff
- Migrant program staff
- Nexus project management and crews
- BOLD community

- **General Updates:**

- Proposing to start school on Sept. 2nd
  - Staff need more time to prepare for students
  - Staff will still come in on the regularly scheduled date

- **Legislative Updates:**

- [Letter to House and Senate](#)
  - **Title I, Part C – Migrant Education State Grants**
  - **Title II, Part A – Supporting Effective Instruction State Grants**
  - **Title III, Part A – English Language Acquisition Grants**
  - **Title IV, Part A – Student Support and Academic Enrichment Grants**
  - **Title IV, Part B – 21st Century Community Learning Centers**

- **Facilities Updates:**
  - Construction
    - Staff ideas for walls in BI building
      - [Data Sheet](#)
    - See attached photos
  - Progress Update:
    - [Notes](#)
- **Community Engagement**
  - Met librarians from the 3 public libraries of BOLD
  - Met the good people of East Side Casey's
  - Met the good people of West Side Casey's
  - Met the wise old guys or old wise guys at the gas station in Lake Lillian
    - Very concerned about cell phones in schools
  - Met with the morning patrons of the Chatterbox
  - Met with morning patrons of the Shell Station in Bird Island
  - Met some guys at the Cenex station in Olivia
  - Participated in Kris Krafka's book club at Nester Park on July 16th
    - We are reading *The Anxious Generation*, by Jonathan Haidt
  - Attended the Hometown Bank Luau
  - Attended the dinner theatre
  - Attended the Corn Capital Days parade (with t shirt!)
  - Introduced myself to people at
    - B & D Market
    - ACTS thrift store
    - Hometown Bank
- **Working on**
  - Negotiated contract agreements to be sent to legal for language check
    - Paras
    - Food service
    - Admin. Asst.
    - Custodians
  - EMC Insurance Claim
    - Working with Paul Johannes and Eide Bailly, our forensic auditor
  - Nexus meetings/walk throughs
  - Building superintendent network
  - SWWC training
  - Back to school planning
  - Meeting staff
  - Learning the ropes
  - Identifying communication gaps

- Learning from staff

# BOLD Elementary School Board Reports

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

## Mission Statement

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

## Vision Statement

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

## April 2026 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>	<p><b>Benchmark testing</b></p> <ul style="list-style-type: none"> <li>- Most students have completed the MCA tests; a few will finish this week.</li> <li>- Fastbridge testing has started</li> <li>- Capti for 4-12 coming up</li> </ul> <p><b>K-4 Music Concert</b></p> <ul style="list-style-type: none"> <li>- Friday May 1 at 1:30-2:30 in the big gym</li> </ul> <p><b>5-8 Concert</b></p> <ul style="list-style-type: none"> <li>- Friday, May 8 at 1:00-1:30 in the big gym</li> </ul> <p><b>Field trips</b></p> <ul style="list-style-type: none"> <li>- An exciting part of the school year! Teachers have planned wonderful trips for the students. These educational experiences are a highlight for students and staff.</li> </ul> <p><b>Quarter 4 Family Time</b></p> <ul style="list-style-type: none"> <li>- THURSDAY, May 7 at 2:00 in the big gym</li> </ul> <p>Milestone Graduations (PK and KG) are being planned!</p>
<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>Elem Leadership Team</b></p> <ul style="list-style-type: none"> <li>- Reestablished</li> <li>- Purpose: 1) Part of the work for school improvement (CNA - comprehensive needs assessment) process with the MDE COMPASS team, 2) To improve systems, communication, collaboration, transparency, and decision-making</li> </ul> <p><b>Mentoring Program</b></p> <ul style="list-style-type: none"> <li>- We will be working with a team to establish a strong, evidence-based instructional mentoring program and developing an effective teacher induction program at BOLD</li> <li>- Made possible through the MDE Statewide Teaching Mentoring Program Grant</li> <li>- We will be working with SWWC and the New Teacher Center</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>Earth Day was celebrated on April 22</b></p> <ul style="list-style-type: none"> <li>- Classes went out and clean up the grounds around our school</li> </ul> <p>BOLD participated in the statewide tornado drill - Thursday, April 23 Our Emergency Plan will get updated for our post-construction spaces</p> <p><b>K-3 Field Day: May 14 (rain day May 18)</b></p> <ul style="list-style-type: none"> <li>- A fun day on the track</li> <li>- 12:45-2:15</li> </ul>

- Families are welcome

Highlights from in and out of the classroom

Kindergarten & 5th grade Buddies doing some "research"!



STEAM - creation and collaboration in 1st grade



ENROLLMENT

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

# 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.

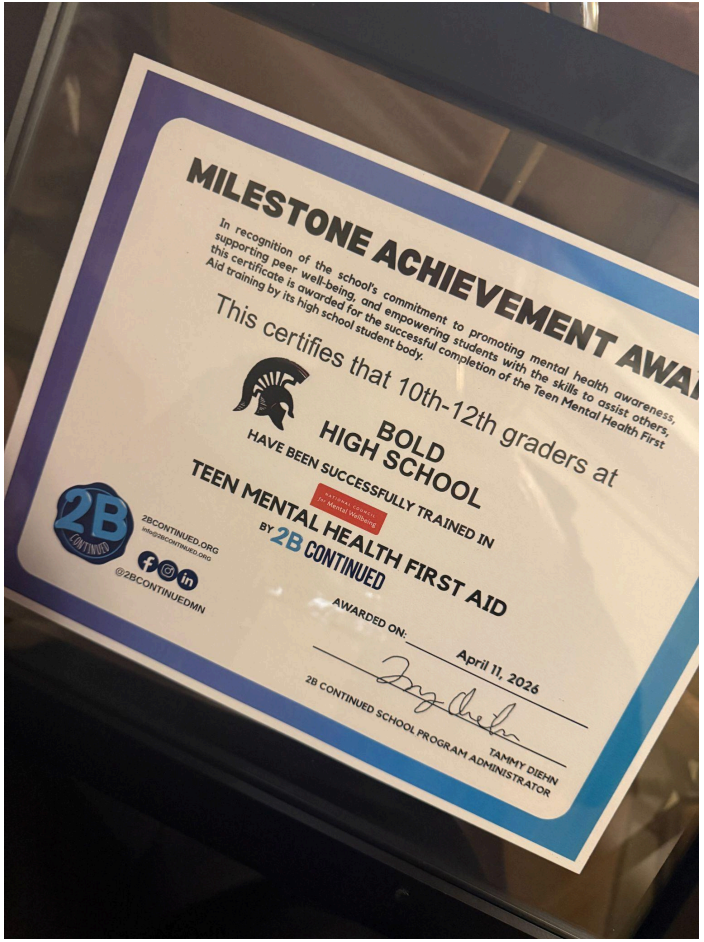
### BOLD Pillars of Engagement

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.

## April 2026 Report

<b>ACHIEVEMENT &amp; OPPORTUNITY</b>  GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.	<ul style="list-style-type: none"><li>❖ 📅 25-26 Attendance and Behaviors</li><li>❖ MQ was April 23</li><li>❖ ACT will be on April 30</li><li>❖ Prom was April 25</li><li>❖ MCA testing will be finishing soon</li><li>❖ Senior awards ceremony, May 15 @ 8:30 a.m.</li><li>❖ Graduation May 22, 7:00 pm</li><li>❖ Career Fair with Olivia Chamber and FFA was a success!</li><li>❖ Neil Kadlec won the SWWC Creative Spaces Writing Contest!</li><li>❖ Robotics is going to state for the first time!</li><li>❖ Culinary Skills Challenge students won 1st place in the Asian-themed cooking category.</li><li>❖ Devyn Frank, All-State Choir for the 2nd time</li></ul>
<b>RECRUITMENT &amp; RETENTION</b>  GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.	<ul style="list-style-type: none"><li>★ Positions needed: Math</li><li>★</li></ul>
<b>SAFETY &amp; WELLNESS</b>  GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.	<ul style="list-style-type: none"><li>❖ Recognized by 2bContinued in April for having grades 10-12 trained in Mental Health First Aid for Teens.</li><li>❖ Renville County Sheriff's Department Online Scams and Cybercrime with 9th grade.</li></ul>
<b>FACILITIES &amp; MAINTENANCE</b>  GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.	<ul style="list-style-type: none"><li>❖ Band room has relocated to the multi-purpose room</li><li>❖ New office/Secure Entrance- Hopefully moving in on the 27th</li></ul>

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



# Congratulations!

†MHFA GRADUATES



**2B CONTINUED**

**Mental Health FIRST AID**  
from NATIONAL COUNCIL FOR MENTAL WELLBEING



# NEWS & UPDATES



## SWWC MLL Title III Consortium

The SWWC Title III Consortium serves as a vital collaborative hub for 19 teachers across 18 regional districts. Our mission is to ensure that the 225 multilingual learners in our rural corner of the state receive high-impact, personalized instruction.

### Recent Highlights

- **Instructional Innovation:** We've expanded our toolkit in writing and scaffolding, specifically focusing on the Picture Word Induction Model.
- **Digital Empowerment:** With the acquisition of Summit K-12, our students now benefit from customized learning pathways across all four language domains.
- **Family Literacy:** Beyond the classroom, we distributed 200 books and developed new strategies to engage ML families in their children's education.

### Collaborative Success: Title III Consortium "Unconference"

On Monday, March 23, the SWWC Title III Consortium hosted an "Unconference" at SWWC in Marshall. The event brought together seven multilingual (ML) teachers and five world language (WL) teachers from across our local districts. For many of these educators—who are often the only specialists in their buildings—this time to connect with peers was invaluable.

### Key Instructional Strategies

The day was packed with high-impact pedagogical sharing, specifically focusing on:

- **The Picture Word Inductive Model (PWIM):** Both ML and WL teachers found this a powerful tool for bridging vocabulary and writing.
- **The Teaching and Learning Cycle:** We discussed scaffolding writing through background building, explicit vocabulary instruction, and genre-specific text features. We emphasized the "I do, we do, you do" approach via model texts and collaborative construction.

# PROGRAM UPDATES

April 2026

- The Literacy Foundation: Recognizing that literacy is built on oral language, we discussed the Talk, Read, Talk, Write method by Nancy Motley.
- The Science of Vocabulary: We examined how the brain maps vocabulary based on meaning, affirming the need for contextualized learning. (See: The Brain Dictionary video).

## Scaffolding & Tier 1 Impact

We spent significant time on Tier 1 classroom support, focusing on how to leverage students' first languages through cognates and contrastive analysis. We also touched on language scaffolding using strategic vocabulary selection and language frames/stems.

## The Path Forward: Collaboration

The consensus was clear: the greatest impact on EL achievement happens within the Tier 1 classroom. By incorporating culturally relevant, high-impact language practices, we benefit all students. While our teachers expressed a strong desire for more collaborative time with general education staff, resources like the Project Momentum Curriculum Overlays remain a fantastic starting point for that partnership.

Participants shared overwhelmingly positive feedback. They valued the wide range of free, practical resources, including scaffolds and overlays, and appreciated the dedicated time to collaborate with fellow educators. Overall, the conference was described as engaging, helpful, and impactful.

**We are turning the "isolation" of rural teaching into a powerful regional partnership.**



If you have any questions, please reach out to **Becky Carlson**, [becky.carlson@swwc.org](mailto:becky.carlson@swwc.org)





## News/Upcoming Events



**COMPASS Professional Learning Catalog** is ready and it outlines professional learning pathways available to Minnesota district and school teams to support implementation of the Minnesota Multi-Tiered System of Supports (MnMTSS). These pathways are accessible to all districts, tribally controlled schools, and charter schools, and are provided at no cost through state legislative funding.

### COMPASS Summer Institute

June 16-17 from 8am - 4pm each day at the St. Paul RiverCentre

This is the initial registration. More information will be shared with attendees about how to sign-up for some of the 80 breakout sessions offered.

Registration will close Friday, May 1, 2026 (or sooner when we reach capacity). There is no registration fee. [Register for the Summer Institute](#)



### June MnMTSS Six-Session Registration

This pathway (via zoom) will be offered in a condensed format with the following schedule:

- Tuesday, June 9 – Full-Day sessions 1 and 2
- Wednesday, June 10 – Full Day sessions 3 and 4
- Thursday, June 11 – Full Day sessions 5 and 6

Due to the condensed delivery model of this pathway, participating teams should plan to attend a half-day working session with their MnMTSS Lead after the pathway has ended to consolidate learning and complete their action plan. With this support, participating teams will head into the summer with an action plan that is ready for Implementation in the fall.

[Register for Introduction to MnMTSS Summer Pathway](#)

## Celebrating MnMTSS in Action at BOLD

BOLD School District has taken meaningful steps in its MnMTSS journey over the past year, first engaging in readiness work then the Introduction to MnMTSS 6-Session pathway to begin building systems to support all learners. Grounded in their mission to provide all learners in the BOLD community with an education that develops creativity, character, confidence and essential skills, the team is focusing on strengthening Infrastructure and Data-Based Decision Making through a human-centered lens. Collaboratively Linked Teams have been identified as a key priority within Infrastructure to improve alignment and communication.

Guided by their vision—United to achieve excellence and expecting the best — Be BOLD—the district is building systems that connect people, practices, and data to ensure every learner and staff member is supported and empowered to succeed.

When asked what inspired the district to begin MnMTSS work, Secondary Principal Missy Bodin shared that, on the surface, it was a natural and actionable next step connected to the district's Comprehensive Needs Assessment (CNA). On a deeper level, she explained, the work provides a framework for organizing and building on the many strengths already present in the district.



(continued on next page)



Elementary Principal Kris Krafka echoed this perspective, noting that the process has brought greater clarity to the team’s work and helped them better understand how to move existing efforts forward. Bodin added that MnMTSS is also helping the district identify key areas for growth, including strengthening Tier 1 instruction, enhancing infrastructure, and improving data-based decision making. Most importantly, she emphasized that the framework supports a human-centered approach that centers equity for the learners in their care.

Sarah Iverson, a BOLD teacher, shared that MnMTSS has helped the district develop a clear inventory of its current initiatives, committees, and teams. Krafka reinforced this idea, noting that one of the greatest benefits of the work has been increased clarity for the team. Through this process, and by using available data, the district has been able to better identify student needs.

As the team has focused on strengthening Collaboratively Linked Teams, they have also identified opportunities to streamline structures and processes—making them more manageable and effective for a small district.

Over the past two years, Iverson has participated in professional learning through SWWC, COMPASS, and MN State, focused on coaching, MnMTSS, and the CNA process. She shared that engaging in this learning—alongside tools such as the Siloed Professional Learning graphic, the Professional Learning System, the MnMTSS Framework, and resources from New Teacher Center—has helped the work feel more connected than ever before.

Looking ahead, Iverson anticipates that the impact of this work will be seen through stronger communication across the district and with the community, particularly around future growth and alignment to district goals. While still in the early stages, she expressed confidence in the team’s commitment to follow through and achieve these goals. Krafka added that she is excited to see how MnMTSS will continue to strengthen communication, goal setting, and overall student outcomes.

Superintendent Tim Tydlacka emphasized the importance of consistency in moving the work forward. He shared that maintaining routine meetings helps keep conversations active and ensures continued progress toward district goals. By prioritizing ongoing communication and sustained focus, the district is able to build momentum and continuously move from one step to the next in its improvement efforts.

He also noted that this work requires both humility and tenacity. Humility is essential, he explained, as meaningful growth begins with an honest reflection on current systems—the ones in place, those that are not, and their overall effectiveness. Embracing MnMTSS requires acknowledging areas for growth, particularly in academic achievement and staff development. At the same time, he emphasized the importance of tenacity. MnMTSS is not a one-time initiative, but an ongoing commitment to continuous improvement. It requires sustaining conversations over time so they build momentum and become embedded throughout the system.

### **Advice to schools just beginning their MnMTSS journey:**

Trust the process and stick with it, even when the work gets difficult. ~ Missy Bodin, Sec Principal

Be patient, humble, and tenacious. This is a slow-moving process because it needs to grow organically throughout your district. It cannot be forced. Growth takes time, nurturing, and passion for what it is we are building. ~ Superintendent Tim Tydlacka



## Featured Tool/Resource



### MnMTSS Professional Learning Guidebook

The MnMTSS Professional Learning Guidebook is a practical resource designed to help district and school teams build a coherent, strategic approach to professional learning.

This tool supports teams in planning with intention by guiding them through a continuous improvement cycle:

- Identify needs for professional learning using multiple data sources (e.g., student experience, perceptions, SEMI, CNA)
- Assess readiness and capacity including time, coaching systems, and resources
- Set priorities and measurable goals aligned to student outcomes and educator practices
- Design and deliver professional learning with clarity, engagement, and follow-up support
- Monitor implementation through coaching and fidelity cycles

Using this guidebook with your leadership team this spring can help ensure your professional learning plan for the 2026–27 school year is purposeful, aligned to your goals, and actionable and sustainable over time.

#### [MnMTSS Professional Learning and Development Guidebook](#)

## MnMTSS Tip of the Month



### Plan with Purpose for 2026-27

#### Questions? Contact

Amy Pahl

[amy.pahl@swwc.org](mailto:amy.pahl@swwc.org)

320-263-7303

**Book time with Amy**

This time of year offers an important opportunity to begin planning your district’s professional learning journey for the 2026–27 school year.

Intentional planning grounded in your SEMI results, Comprehensive Needs Assessment, and action plan can create coherence across your system. When professional learning is clearly connected to identified priorities, staff are more likely to see the purpose, stay engaged, and invest in the work.

As you begin planning:

- Align professional learning to your identified MnMTSS priorities and goals
- Define the adult learning (knowledge, skills, and dispositions) needed for successful implementation
- Consider your capacity—time, coaching, and structures to support learning throughout the year
- Focus on fewer, high-impact priorities to deepen implementation and outcomes

When the purpose is clear and goals are aligned, professional learning becomes a meaningful driver of continuous improvement—not just a series of disconnected experiences.

## SWWC's New Teacher Center

### Empowering Educators Through Mentoring and Coaching

As our regional school teams are focusing on finishing the year strong, we are busy planning for next year, meeting with school teams to identify support services to meet their needs. This includes support and professional development for instructional coaches and school teams. These teams have done some tremendous work throughout the year, and we look forward to continuing this collaboration.

## STATEWIDE TEACHER MENTOR GRANT HAPPENINGS

We held the last Mentor Community of Practice for the year, on April 9. This is an opportunity for mentors to reflect, share, and problem-solve with their role-alike peers. It is a fantastic group of teacher leaders and mentors, who have all made tremendous growth in their mentoring practice.

A School Leader/Mentor Forum will take place on April 30. This is a space where school leaders and mentors come together to reflect, analyze data, learn about best practices, and identify successes, challenges and next steps in effective teacher induction programs.

We continue to provide on-site support for our mentors through in-field coaching. In-field coaching involves goal setting, observing mentors in practice, providing feedback and collaboratively identifying next steps for both the mentor and mentees. Throughout this work, it is always rewarding to see the many ways our new teachers create learning environments and relevant, standard-based activities to meet their students' needs. Below are just a couple of examples.

We are currently recruiting for our next Cohort of schools, to participate in 2026-27, for the Statewide Teacher Mentor grant. This is a great opportunity to receive support and high-quality training, to develop or enhance mentoring and induction programs. If you missed one of our informational sessions, please reach out to schedule a time that works for you.

If you would like to learn more about SWWC's New Teacher Center, please contact [lisa.gregoire@swwc.org](mailto:lisa.gregoire@swwc.org), take a look at our website, [SWWC New Teacher Center](#).

**Alternative Seating in a KMS Middle School ELA Classroom**



**JCC High School Biology Student Projects Displayed in the Hallway**



## Creative Writing Contest

The Creative Writing Awards Ceremony took place on April 12, celebrating the achievements of thirty-one students who earned awards for 1st, 2nd, and 3rd places across poetry, fiction, and non-fiction categories. Each award recipient received a medal and a published anthology featuring all the winning entries. First place finishers were also awarded a gift card to Barnes and Nobles. **Nate Noble of Marshall and Shelby Penner of Mountain Lake were this year's recipients of the \$2,000 scholarship to SMSU.** It is an incredibly rewarding event to be a part of. The stories and poems these students generate are amazing. They all have bright futures ahead.

The guest speaker, Michael Kleber-Diggs, shared his passion for writing. His journey began by pursuing Biology; then onto Law School, all while continuing his writing. Although he was a lawyer during his younger years, he eventually pursued his passion for writing. This illustrates that you don't need to be confined to a single identity; you can embrace multiple roles, such as a biologist, lawyer, and writer.

He emphasized that authenticity holds the highest value in creative work. While many writers draw inspiration from authors, poets, and writers they admire, as he did with some of his earliest pieces, the ultimate goal is to grow into your own authentic voice and perspective.

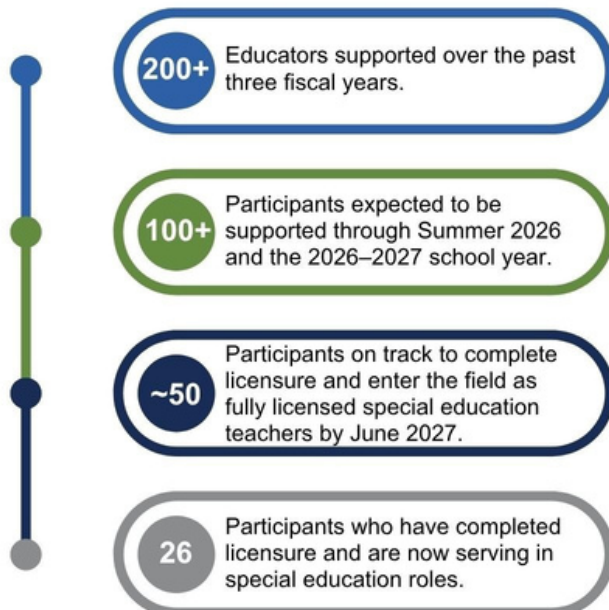
### Scholarship Winners



### First Place Winners



## SpEd Teacher Pathway Program Impact



Learn more about the program!

Lori Rangaard

Program Success Coach

[lori.rangaard@swwc.org](mailto:lori.rangaard@swwc.org)

507-706-2241

# WORKSHOPS & TRAININGS

April 2026

## SWWC A.I.D.E. Symposium (Virtual)

**Date/Time:** May 1, 8:30am - 3:30pm

**Target Audience:** Anyone interested in learning more about AI integration in schools

**Registration Fee:** \$99 (includes access to the symposium recording)

[Learn more and register for the Symposium](#)

## Local Literacy Plan Workday

**Date/Time:** May 6, 9am - 2pm AND June 5, 9am - 12pm **Location:** SWWC Marshall Office

[Learn more and register for the Literacy Plan Workday](#)



## SWWC Regional Literacy Symposium

**Date/Time:** May 20, 9am - 3pm **Location:** SWWC Marshall Office

**Target Audience:** Superintendents, Principals, Directors of Teaching & Learning, Curriculum Directors, District Literacy Leads

Secure your spot today to join the conversation and receive the exclusive **SWWC Literacy Leadership Toolkit**.

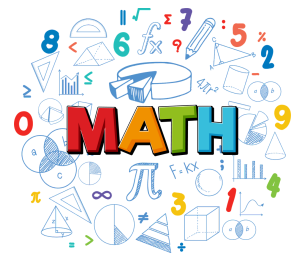
[Read more about the Symposium and register today!](#)

## Creating the Vision: Foundations of Mathematics Teaching & Learning

**Date/Time:** June 15, 9:30am - 2:30pm **Location:** SWWC Marshall Office

**Target Audience:** Curriculum Leaders, Principals, Instructional Coaches, Leadership Teams and other building leaders

[Learn more and register for Math Foundations](#)



## Legislative Wrap-Up/Summer Leadership Conference

**Date/Time:** June 16, 10am - 2:30pm **Location:** SWWC Marshall Office

**Agenda:** Cathy Erickson, MDE; Darcy Josephson, Midwest Global Bridge Program; MASA, MREA & MSBA

[Learn more and register for the Legislative Wrap-Up/Summer Leadership Conference](#)

# WORKSHOPS & TRAININGS



April 2026

## 6-Session Introduction to MnMTSS

### Dates/Times:

- August 4: Virtual 9 am to Noon
- August 12 and August 13: 8:30am - 3:30pm, SWWC Marshall
- October 9: 8:30am - 3:30pm, SWWC Marshall
- November 20: 8:30am - 3:30pm, SWWC Marshall

**Target Audience:** District Leadership Teams

**[Learn more and register for the 6-session training](#)**

## Peer-to-Peer Observation & Feedback

**Date/Time:** August 4, 8:30am - 2pm    **Location:** Lakeview Public School, Cottonwood

**Registration Fee:** \$130 per person

**[Learn more and register for Observation & Feedback Training](#)**

## Jumpstart the Year: Professional Learning for Multilingual Learner Teachers

**Date/Time:** August 5, 10am - 3pm

**Location:** SWWC Marshall Office

**Registration Fee:** \$100 per teacher (FREE to SWWC Title III Consortium Members)

**[Learn more and register for the MLL Training](#)**

## Reading Assessment Done Right

**Date/Time:** August 7, 9am - 3pm

**Location:** SWWC Marshall Office

**Presenter:** Stephanie Stollar

**Target Audience:** Administrators, District Literacy Leads and other literacy enthusiasts who want to dig deeper into this topic

**Registration Fee:** \$250 per person (Lunch is included)

Book available for \$30

**[Read more about the Reading Assessment Done Right register today.](#)**



## 2026-27 SWWC Curriculum Leaders & DACs Networking Sessions

**Dates:** September 18, November 6, December 18, January 15, February 19, March 19 & May 7

**Time:** All sessions 10am - 2pm    **Location:** SWWC Marshall Office    **Fee:** \$140 for the year

**[Learn more and register for the 2026-27 Networking Sessions](#)**

## ParaEducator

ParaEducator is an online platform for paraprofessionals with over 100 courses and assessments that can be completed to be considered "highly qualified." Paras complete the courses online and then take the assessment in person at SWWC on the designated date and time, as the assessment must be proctored.



To learn more about the assessment process, contact Dawn Christensen at [dawn.christensen@swwc.org](mailto:dawn.christensen@swwc.org) or 507-537-2278. The assessment cost is \$85 per person and the courses are only \$69. Once registered, you will be sent information allowing you to access ParaEducator online courses (one registration per para is required). Courses should be completed online before you take the assessment.

## Licensure Renewal PD

Looking to meet MN licensure renewal requirements with flexibility and impact? SWWC's PD On Demand offers a wide range of self-paced, high-quality professional development courses—accessible anytime, anywhere. From cultural competency to mental health and technology integration, our catalog is designed to support educators in meaningful, relevant ways: [Explore Courses.](#)

We also offer custom in-person professional learning led by expert Educational Consultants. We partnered with a district this fall to deliver cultural competency training to their entire staff, meeting the state relicensure requirement. Feedback was overwhelmingly positive—educators found it engaging, highly interesting, and deeply connected to their daily work. You can bring this level of impact to your district for \$1,000 per day plus mileage.



## Supporting Attendance and Recovery Following Immigration Enforcement Activities

MDE's COMPASS will host a virtual, multi-session engagement opportunity for school and district teams aimed at supporting attendance and recovery following Operation Metro Surge and other immigration enforcement activities. Using the Community of Practice (CoP) model, this virtual multi-session series will allow education staff and leaders to connect, collaborate, and explore practical strategies to navigate these challenges together.

[Register for the Supporting Attendance and Recovery Sessions](#)

## SWWC's GREAT People Doing GREAT Things!



**Eric Schwankl**

“I would like to give a shout out to Eric Schwankl for all the support he provides our shared services districts. In addition to the work he does for each one of our districts, he also organizes our combined in-service day in the fall. This in-service continues to grow each year and has become an outstanding day of professional development for our teachers and paraprofessionals.”

– **Ryan Nielsen**, Superintendent  
Canby Public Schools



**Tricia Christopher**

“Tricia has done a wonderful job leading our staff through LETRS and has helped me tremendously in making sure we are making our way through all of the changes with the Read Act. I will be taking on a somewhat different role in our district next year and I feel her leadership and guidance has helped me transition into this role. She is an asset to SWWC and I appreciate the work she has done here at TAPS.”

– **Lisa Schaar**, Title I Reading/District Literacy Lead  
Tracy Area Public Schools



**Natalie  
Delmonico**



**Shannon  
Gossen**



**Ginny Sorenson**

“Their leadership has provided much-needed clarity, coherence, and confidence during a period of substantial educational change.”

– **Sheri Schneider**, DLL  
Yellow Medicine East Schools

## Ready to Become an ESL Teacher?

Project Momentum is excited to announce the Fall 2026 K-12 ESL Additional Licensure Cohort! This PELSB-approved pathway is designed for currently licensed Minnesota teachers (Tier 3 or 4) and offers a 12- to 14-month route to earn your additional K-12 ESL license. The application process will open on May 1, 2026, and will close on May 31.

**[Visit the Project Momentum Website for Additional Details](#)**

## MN Math Interventions Training Opportunity

During the 2026–27 school year, MNMI will undergo usability testing to ensure that the materials are clear, effective, and practical for real classroom use. Educators will provide feedback at the end of each module, helping refine tools, identify challenges, and improve the teacher experience.

Usability testing participants will have access to monthly online coaching with our team of national experts, and educators may opt to earn college credit through Bemidji State University. Administrators will receive leadership development and implementation support to help sustain strong math instruction across their systems.

Minnesota Math Interventions (MNMI) is a statewide professional learning initiative designed to empower teachers with the knowledge, tools, and confidence to deliver high-quality mathematics instruction. Our goal is to ensure every learner—including students with disabilities and students experiencing difficulty—has access to effective, clear, and supportive math instruction.

If interested, contact Patty Popp, Ed.D., Specific Learning Disabilities Support Specialist  
651-582-8532 | [patty.c.popp@state.mn.us](mailto:patty.c.popp@state.mn.us)

**[Read More About the Training Opportunity](#)**



## NEW PBIS Podcast

Listen to PBIS success stories at districts throughout the southern region on Spotify!

**[Listen to the PBIS Podcast now!](#)**

# BOLD ACTIVITIES REPORT – 4/27/26

## 1. THANK YOU, SUPERIOR TRANSPORTATION & BOLD WARRIOR BASKETBALL ASSOCIATION!

A. Thanks to donations by Superior Transportation and the BOLD Warrior Basketball Association, we were able to offer a free student/community fan bus to the girls basketball section finals game on March 6, in Mankato. We transported roughly 20 additional fans to a great, high school basketball game thanks to these donations.

## 2. OLIVIA LARGE GYM FLOOR

A. The gym floor in Olivia needs to be replaced. The facilities committee is planning to wait to make any recommendations to resurface this gym floor until after the finances of the current construction project are more clear. Replacing this gym floor is not a luxury item. It does not benefit only after-school activities, but many areas of the district. I encourage the school board to consider all of the benefits of spending this money, which was quoted at \$152,254, and not kicking this can further down the road. I feel as strongly about this as I have about anything in my decade at BOLD, and I hope that this concern is being taken seriously. I have included the quotes that we received through Nexus. I have also included the list of benefits to fixing this problem in my eyes. Please reach out to me with any questions that you may have.

- i. [Benefits of Replacing the Olivia Large Gym Floor](#)
- ii. [2 Quotes for replacing the Olivia Large Gym Floor](#)

## 3. WINTER PARTICIPANT SURVEYS

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

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

### B. GIRLS BASKETBALL

- i. Survey results are 93.8% positive responses & 6.2% negative responses
  1. There were no negative responses from participants in the C-squad, JV or varsity teams!
  2. The junior high program involved 79.5% positive responses and 20.5% negative responses.
    - a. 15 of the 22 total negative responses came from one individual. The other 5 respondents at this level gave 90% positive feedback. There
    - b. There were no concentrated areas of negative comments, just a sporadic number of responses across several questions.

### C. BOYS BASKETBALL

- i. Survey results are 60.7% positive responses & 39.3% negative responses.
  1. The number of negative responses was very different at each level of the program.

2. With this high percentage of negative comments amongst the student-athletes, it is not surprising that there were a wide range of apparent issues within the program, including, but not limited to, communication, practice organization, game planning, and general trust between players and coaches.
3. Coach Alex Smothers resigned after the season. We will, once again, be conducting interviews for a new head boys' basketball coach in the near future.

April

Summer meal planning is underway.  
Staff is getting set up for the summer meal program.

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

March

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

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

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

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

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

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

## **BOLD Community Pool Update – April, 2026**

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

### **Facility Updates**

- **Construction is still underway**, with a shorter list left. We will be sharing our pool locker rooms with gym classes, sports teams and early morning student weightroom. Along with a few other projects in our end of the building.

### **Programs & Events**

- **Monthly Flyers** are being made and posted throughout the area as well as information on various websites such as **Bold Schools** and **City of Olivia**
- **In April** the Lifeguarding class was canceled due to low registration.
- **A another pool board meeting** will be coming up soon
- **Saturday AM Lessons** finished in April (4 lessons) **Very Successful**
- **Private Lessons** are happening with more being scheduled for Summer
- **There was a Pool Rental** in April
- **Private Lessons** for a different school started in April and Finishing in May
- **PSA Video** from my Staff posted about water safety. They were great!
- **Lifejacket drive** coming up on **May 1st** and **May 2nd**

### **Ongoing and other Programming – April and beyond**

- **Adult Lap Swim (AM)**: Mondays, Wednesdays, and Fridays (Changes for May due to locker room sharing)
- **Water Exercise & Evening Lap Swim**: Mondays and Wednesdays
- **Orcas Swim Team** practices are Tuesday and Thursday and Sept-May (A complete season)
- **Lifeguarding Review Course** - is scheduled for May
- **In Service** for staff to prepare for Summer in May
- **Pool Rentals** for summer - a few penciled in
- Finalizing other programming for summer
- **Summer Registration** is now open

### **Upcoming Plans**


- Summer programming with online registration is available and new courses are being finalized for summer.

### **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

## Monthly board report (04/20/26)

### Struggles/concerns:

- Issues in west side elementary rooms (mold, sheetrock, etc), recommended to replace sheetrock in rooms 151, 153, 155. Can it be claimed on insurance? Pipes should be replaced first though.
- Condensate return tank replacement status.
- Steam pipe replacement over summer? Getting quote for this work.

### Accomplishments:

- Got both of our new machines, getting good feedback from staff
- Fixed the floor machine over in BI.
- Got the band room moved, demo started

### Working on:

- Getting quotes on multiple projects that are concerned
- Getting a summer game plan
- Looking at adding some summer help, put a email or ad out?



## Achievement and Integration Plan July 1, 2026 to June 30, 2029

*Submissions due by March 15th, 2026*

**District ISD# and Name:** 2534 BOLD public schools.

**District Integration Status:** Adjoining

**Superintendent:** Tim Tydlacka.

Phone: 320-523-1031.

Email: [tim.tydlacka@bold.k12.mn.us](mailto:tim.tydlacka@bold.k12.mn.us)

**Plan submitted by:** Tim Tydlacka

Title: Superintendent.

Phone: 320-523-1031.

Email: [tim.tydlacka@bold.k12.mn.us](mailto:tim.tydlacka@bold.k12.mn.us)

### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- |  |  |
|--|--|
| 1. ISD # 775 KMS A - Adjoining               | 5. ISD # 345 New London-Spicer A - Adjoining |
| 2. ISD # 2180 MACCRAY A - Adjoining          | 6. ISD # 2396 ACGC A - Adjoining             |
| 3. <b>ISD # 129 Montevideo V</b> - Voluntary |  |
| 4. ISD # 347 Willmar RI - Racially Isolated  |  |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: *Type name of integration collaborative here, if applicable*

- ISD # 347 Willmar RI - Racially Isolated

### School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Tim Tydlacka

Signature:

Date Signed: Enter date here.

School Board Chair: Greg Peppel

Signature:

Date Signed: Enter date here

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

**American Indian Parent Advisory Committee** Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

**AIPAC Member Signature** (if applicable): \_\_\_\_\_ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

**Multidistrict Collaboration Council:** Wilmar: Jeff Holm, Bill Adams, Kathryn Haase, Bonnie Eller, ACGC: Blake Stoltman, John Regan NLS: Tracy Detloff, MACCRAY: Kim Sandry, Sherri Broderius KMS: Annette Fernholz, Martin Heidelberger Montevideo: Wade McKittrick BOLD: Jim Menton, Brett Benson

### **Briefly describe council members' recommendations for your district-wide plan-**

BOLD is looking to help all students gain experiences through hands-on learning experiences. These experiences include STEAM, Summer programming, and courses offered to students for college credit in the summer. We look forward to finding ways to help our students develop into lifelong learners.

**Community Collaboration Council for Racially Identifiable School(s):** Enter names of Community Collaboration Council Members for RIS here.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

---

## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** The BOLD instructional staff will implement best practice instructional strategies in order to reduce the achievement gaps in reading between students who are eligible for free or reduced-priced meals and students who are not eligible for free or reduced-priced meals.

Reading MCA/MTAS( grades 3-8, 10): The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS reading tests will increase by 10% by the year 2029.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Enter one of the following:

- Achievement Disparity

To add goals, copy the goal section directly above and paste it below the strategies and KIPs supporting Goal #1.

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy’s unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and #** 1 Qualified teacher and paraprofessional staff in areas of Reading

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments (in conjunction with Professional development opportunities focused on academic achievement of all students and career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC).

\* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.

- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** BOLD will hire, train, and supervise existing and qualified teachers and paraprofessional staff for the purpose of reducing the achievement gap using evidence-based practices. Each participating district will identify an achievement gap that will become the focus of attention for improvement. Participating districts will hire and train staff supervised by licensed administrators who will implement best-practice teaching strategies for all students. Staff will annually author, adjust, and submit for administrative review written instructional strategies designed to be delivered to students in order to meet the reduction in achievement gap goals in reading. Participating districts will assess the effectiveness with data obtained from the Minnesota Report Card. District results will be compared to the annual progress goals and three-year goals. Results will be published in the CACR/AI report and submitted for public review and School Board Approval.

**Location of services:** BOLD Elementary.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Enter KIP. Reading MCA/MTAS(grades 3-8): The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS reading tests will increase by 10% by the year 2026.	+3%	+3%	+4%
Enter KIP. Students will be interviewed/surveyed at the beginning and end of the year to find their perception of STEAM curriculum. We would like to see their positive mindset grow from year to year.	Baseline	+3%	+3%
Enter KIP: Increase number of FRPL students who attend preschool before kindergarten to at least 71% participation.	+3%	+3%	+4%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #** 2 School readiness- having 71% of students attend preschool before Kindergarten.

**Type of Strategy:** Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases graduation rates.
- Increases access to effective and diverse teachers.
- X Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.

**Narrative description of this strategy.**

BOLD district will get baseline data during the 2024-2026 school on students attending preschool before Kindergarten. We expect that the development of students becoming familiar with routine, play-based instruction, and kindergarten readiness will improve all students. Since preschool is fee-based, BOLD School has scholarship opportunities for students who need help.

**Location of services:** BOLD Elementary.

**Key Indicators**

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Enter KIP. Reading MCA/MTAS(grades 3-8):The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS reading tests will increase by 10% by the year 2026.	+3%	+3%	+4%
Enter KIP. Students will be interviewed/surveyed at the beginning and end of the year to find their perception of STEAM curriculum. We would like to see their positive mindset grow from year to year.	Baseline	+3%	+3%
Enter KIP: Increase number of FRPL students who attend preschool before kindergarten to at least 71% participation.	+3%	+3%	+4%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and # 3 STEAM program**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

BOLD Schools will hire a STEAM coordinator who will create, develop, and implement a variety of STEAM-based activities for students in grades K-6, with a focus on our FRPL population. Science, technology, engineering, arts, and mathematics concepts will be integrated into project-based learning. Developing this program will help close the achievement gap with Free and Reduced students by learning in different ways. Instruction will be both directly from the STEAM coordinator and also through activities they develop for the regular classroom teachers.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Enter KIP. Reading MCA/MTAS(grades 3-8):The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS reading tests will increase by 10% by the year 2026.	+3%	+3%	+4%
Enter KIP. Students will be interviewed/surveyed at the beginning and end of the year to find their perception of STEAM curriculum. We would like to see their positive mindset grow from year to year.	Baseline	+3%	+3%
Enter KIP: Increase number of FRPL students who attend preschool before kindergarten to at least 71% participation.	+3%	+3%	+4%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Internal reading data to be used to guide goal

2025 baseline	Free/Reduced	Non	2029 goal F/R	2029 goal non
3	40%	63.6%	6th- +10%	+ 10%
4	38.9%	56%	7th- +10%	+10%
5	57.1%	78.9%	8th-+10%	+10%
6	43.8%	72.4%	9th- +10%	+10%
7	11.8%	29.2%	10th +10%	+10%
8	35.47%	32.3%		

**Goal #2:** The BOLD instructional staff will implement best practice instructional strategies in order to reduce the achievement gaps in math between students who are eligible for free or reduced-priced meals and students who are not eligible for free or reduced-priced meals.

Math MCA/MTAS (grades 3-8, 11): The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS math tests will increase by 10% by the year 2029

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Enter one of the following:

- Achievement Disparity

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and #** 1 Qualified teacher and paraprofessional staff in the area of Math

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments (in conjunction with Professional development opportunities focused on academic achievement of all students and career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC).

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.

Increases graduation rates.

Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

BOLD will hire, train, and supervise existing and qualified teachers and paraprofessional staff for the purpose of reducing the achievement gap. Each participating district will identify an achievement gap that will become the focus of attention for improvement. Participating districts will hire and train staff supervised by licensed administrators who will implement best-practice teaching strategies for students. Staff will annually author, adjust, and submit for administrative review written instructional strategies designed to be delivered to all students in order to meet the reduction in achievement gap goals in math. Participating districts will assess the effectiveness with data obtained from the Minnesota Report Card. District results will be compared to the annual progress goals and three-year goals. Results will be published in the WBWF/AI report and submitted for public review and School Board Approval. Add narrative here.

**Location of services:** BOLD Elementary.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Math MCA/MTAS (grades 3-8): The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS math tests will increase by 10% by the year 2026	+3%	+3%	+4%
Students will be interviewed/surveyed at the beginning and end of the year to find their perception of STEAM curriculum. We would like to see their positive mindset grow from year to year.	Baseline	+3%	+3%
Increase number of FRPL students who attend preschool before kindergarten to at least 71% participation.	+3%	+3%	+4%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #** 2 School readiness- having 71% of students attend preschool before Kindergarten.

**Type of Strategy:** Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases graduation rates.
- Increases access to effective and diverse teachers.
- X Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.

**Narrative description of this strategy.**

BOLD district will get baseline data during the 2024-2026 school year on students attending preschool before Kindergarten. We expect that the development of students becoming familiar with routine, play-based instruction, and kindergarten readiness will improve all students. Since preschool is fee-based, BOLD School has scholarship opportunities for students who need help.

**Location of services:** BOLD Elementary.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Math MCA/MTAS (grades 3-8): The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS math tests will increase by 10% by the year 2026	+3%	+3%	+4%
Students will be interviewed/surveyed at the beginning and end of the year to find their perception of STEAM curriculum. We would like to see their positive mindset grow from year to year.	Baseline	+3%	+3%
Increase number of FRPL students who attend preschool before kindergarten to at least 71% participation.	+3%	+3%	+4%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy Name and # 3 STEAM program

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction.       |
| <input type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                         |
|  | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

**Narrative description of this strategy.** BOLD Schools will hire a STEAM coordinator who will create, develop, and implement a variety of STEAM-based activities for all students in grades K-6. Science, technology, engineering, arts, and mathematics concepts will be integrated into project-based learning. Instruction will be both directly from the STEAM coordinator and also through activities they develop for the regular classroom teachers

**Location of services:** BOLD Elementary School

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Math MCA/MTAS (grades 3-8): The percentage of students eligible for free or reduced-price meals enrolled at BOLD for at least half a school year who participated in State testing and are proficient on the MCA and MTAS math tests will increase by 10% by the year 2026	+3%	+3%	+4%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Students will be interviewed/surveyed at the beginning and end of the year to find their perception of STEAM curriculum. We would like to see their positive mindset grow from year to year.	Baseline	+3%	+3%
Increase number of FRPL students who attend preschool before kindergarten to at least 71% participation.	+3%	+3%	+4%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

**Internal math data to be used to guide goal**

2025 baseline	Free/Reduced	Non	2029 goal F/R	2029 goal non
3	48%	90%	6th- +10%	+10%
4	44%	64%	7th-+10%	+10%
5	35%	47.4%	8th-+10%	+10%
6	31%	62%	9th-+10%	+10%
7	29.4%	41.7%	10th-+10%	+10%
8	7.1%	25.8%		

**Goal #3:** The percentage of students who report an increase in their level of comfort in initiating and maintaining positive relationships with students different than themselves at summer programs will increase an average of 5% by 2029 (Baseline will be established in 2026).

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Integration

**Strategies**

**Strategy Name and #1** Summer GAMMA Course.

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.

- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

GAMMA is a collaborative math course between Willmar, a racially isolated district, and all of our partnering districts. Teachers and students going into grades 6-8 from all of the districts will come together for a five-day learning experience focused on math with the overarching theme of self-identity, community, equity, and integration. This is for students of all ability levels to avoid segregating students by ability. Students will engage in activities designed to be different from their academic year mathematics learning experiences. They will use hands-on problem-solving activities with an emphasis on multiple and varied representations of concepts that encourage elaboration, questioning, and explanation. On the fifth day, students will participate in a field experience that relates to the themes taught during the week. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their math skills.

**Location of services:** Willmar Middle School

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
On the post survey, the percentage of participants who report they agree or strongly agree will increase 5% from the baseline: "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."	Baseline	Baseline +2%	Baseline +3%
Increase the percentage of students participating in the summer GAMMA program, disaggregate data by race, ethnicity, and FRPL.	54%	56%	58%
Percent enrolled Willmar students/percentage of students enrolled from adjoining districts. Student enrollment will reflect the student demographics of each district to reduce the	60%/40%	45%/55 %	50%/50%
On the post survey, the percentage of participants who report they agree or strongly agree will increase 5% from the baseline: "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."	Baseline	Baseline +2%	Baseline +3%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #2** Summer STEM & Robotics Course.

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.

Increases graduation rates.

Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

The STEM & Robotics course is a collaborative science, technology, engineering, and mathematics (STEM) learning experience between Willmar, a racially isolated district, and all of our partnering districts. Teachers and students in grades 6-8 from all of the districts will come together for a ten-day learning experience focused on the areas within STEM, along with overarching themes of self-identity, community, equity, and integration. This is for students of all ability levels to avoid segregating students by ability. Students will explore STEM & Robotics concepts through interactive large and small group learning that will use hands-on problem-solving activities, inquiry explanation, elaboration, and questioning around the project they are working on. Teachers will facilitate team-building activities, roles and responsibilities of working in a team, ways to come to consensus, creating a timeline, and presenting a finished product in a collaborative way. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their STEM skills.

**Location of services:** Willmar Middle School

**Key Indicators**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."	Baseline	Baseline +2%	Baseline +3%
Increase the percentage of students participating in the summer GAMMA program, disaggregate data by race, ethnicity, and FRPL.	30%%	32%%	34%%
Percent enrolled Willmar students/percentage students enrolled from adjoining districts. Student enrollment will reflect student demographics of each district in order to reduce the disaggregate data by race, ethnicity, and FRPL.	60%/40 %	45%/55 %	50%/50%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #3** Summer College Courses

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.

- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

West Central Collaborative students in 10<sup>th</sup> and 11<sup>th</sup> grade will have the opportunity to enroll in college credit courses in June. We will collaborate with the local community college to provide instructors and identify which courses to offer. Students will come together in a single location/campus a couple of days a week and meet virtually the other days in order to participate in rigorous coursework, earn college credits, and build cross-cultural relationships. Each district will work with its students to provide support and mitigate potential barriers to allow them to participate in the program. Through the four-week program, a primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while providing an opportunity for students to engage in a collegiate experience. This program will include member districts of the West Central Collaborative, including Wilmar, a racially isolated district.

Location of services: Ridgewater College, Willmar

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."	Baseline	Baseline +2%	Baseline +3%
Increase the number of students participating in the summer college courses by 5 students, disaggregate data by race, ethnicity and FRPL.	Baseline	Baseline +2	Baseline +3

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Goal #4:** Students' access to effective educators trained in culturally responsive leadership at our district will increase from 50% in 2023 to 100% in 2026.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Teacher Equity

## Strategies

**Strategy Name and #** Cultural Competency Training - Strategy 3.1

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of the critical features of the intervention.** Planned professional learning will be provided to all licensed and non-licensed staff to develop cultural awareness and understanding of culturally responsive instructional practices. Teachers and staff will become familiar with research supporting culturally inclusive work and interactions in school. The trainings will move staff from the awareness stage to implementing strategies that will contribute to the development of culturally inclusive classrooms and the creation of more equitable learning environment for all students.

**Location of services:** District

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Teachers will be surveyed to find out their perceptions of the training and how it may have impacted their instructional practices.	50%	75%	100%
All teachers will receive training in cultural competency.	75%	90%	100%

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

We will link to an existing reading specialist teacher and a Title 1 Math interventionist to support changes in instruction. We will continue to develop our STEAM program throughout the school year to give students in grades K-6 the opportunity to develop skills and learn in a different way.

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

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

### **I. PURPOSE**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

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

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of **one or more of the following**: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of

all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

## 203.6 CONSENT AGENDAS

### I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

### II. GENERAL STATEMENT OF POLICY

~~In order for a more~~ For efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

### III. CONSENT AGENDAS

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved *en masse* by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

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

**Cross References:** MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)  
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)  
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

Adopted: ~~June 23, 2025~~ April 27, 2026

MSBA/MASA Model Policy 522

Orig. 1995

Revised: June 25, 2022

Rev. 2022

**\*This model policy is based upon the 2020 Final Rule on Title IX Regulations**

## **522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**

### **I. GENERAL STATEMENT OF POLICY**

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

Tim Tydlacka, Superintendent BOLD Schools  
701 South 9th Street, Olivia, MN 56277  
Phone: 320-523-1031  
Email: [tim.tydlacka@bold.k12.mn.us](mailto:tim.tydlacka@bold.k12.mn.us)

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the

United States Department of Education, or both.

~~E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.~~

## **II. DEFINITIONS**

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
  - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
  - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district

with which the formal complaint is filed.

- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
  - 1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
  - 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect

safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

- M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
  2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
  3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
  4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
  5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably

qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

### **III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**

#### **A. Equitable Treatment**

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

#### **B. Objective and Unbiased Evaluation of Complaints**

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

#### **C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.**

#### **D. Confidentiality**

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes

of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has

waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school

district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

#### **IV. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and

criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

## **V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR**

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
  1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
  2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

## **VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT**

### **A. Emergency Removal of a Student**

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
  - a. The school district undertakes an individualized safety and risk analysis;
  - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
  - c. The school district determines if the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

### **B. Employee Administrative Leave**

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

## **VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been

received by the school district.

- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

#### **VIII. DISMISSAL OF A FORMAL COMPLAINT**

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
  - 1. Would not meet the definition of sexual harassment, even if proven;
  - 2. Did not occur in the school district's education program or activity; or
  - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
  - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
  - 2. The respondent is no longer enrolled or employed by the school district; or
  - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the

school district from addressing the underlying conduct in any manner that the school district deems appropriate.

## **IX. INVESTIGATION OF A FORMAL COMPLAINT**

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

## **X. DETERMINATION REGARDING RESPONSIBILITY**

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
  - 1. Identification of the allegations potentially constituting sexual harassment;
  - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - 3. Findings of fact supporting the determination;
  - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
  - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
  - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **XI. APPEALS**

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
  - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
  - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

## **XII. RETALIATION PROHIBITED**

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing

regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

### **XIII. TRAINING**

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
  - 1. The Title IX definition of sexual harassment;
  - 2. The scope of the school district's education program or activity;
  - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote

impartial investigations and adjudications of formal complaints.

- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

#### **XIV. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
  - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
  - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
  - 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

#### **XV. RECORDKEEPING**

- A. The school district must create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
  - 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
  - 2. The measures the school district has taken that are designed to

restore or preserve equal access to the school district's education program or activity; and

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven (7) years.
  4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven (7) calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
  2. Any appeal and the result therefrom;
  3. Any informal resolution and the result therefrom; and
  4. All materials used to train Title IX Personnel.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)  
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)  
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)  
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**INDEPENDENT SCHOOL DISTRICT NO. 2534  
TITLE IX SEX NONDISCRIMINATION REPORT FORM**

**General Statement of Policy Prohibiting Sex Discrimination, Including Harrassment**

Independent School District No. 2534 maintains a firm policy prohibiting all forms of the school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent. The policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. The policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. The policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

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: \_\_\_\_\_

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

### **I. PURPOSE**

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

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

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

### **III. CIVIL ACTIONS**

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

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

C. Data Practices

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

D. Service of Subpoenas

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

E. Leave to Testify

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

#### **IV. CRIMINAL CHARGES OR CONDUCT**

A. Employees

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

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

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

B. Students

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

C. Criminal Investigations

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

D. Data Practices

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

**V. STATEMENTS WHEN LITIGATION IS PENDING**

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

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

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

## 306 ADMINISTRATOR CODE OF ETHICS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

~~B. The Educational Administrator:~~

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

The standards of professional conduct are as follows:

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

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

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

**Cross References:** None

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

MSBA/MASA Model Policy 606

Orig. 1995

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

Rev. 2022 2025

## **606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

### **I. PURPOSE**

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

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

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

### **III. RESPONSIBILITY OF SELECTION**

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

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

#### **IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

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

#### **V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

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

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

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

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

MSBA/MASA Model Policy 604 (Instructional Curriculum)

## **712 VIDEO RECORDING OTHER THAN ON BUSES**

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

### **I. PURPOSE**

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

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

#### **A. Placement**

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

#### **B. Use of Video Recordings**

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

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

C. Security and Maintenance

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

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

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

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

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

MSBA/MASA Model Policy 404

Orig. 1995

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

Rev. 2022 with **BOLD** legal changes

## **404 EMPLOYMENT BACKGROUND CHECKS**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to conduct credit checks on applicants who receive an offer of employment and/or to conduct background checks of other volunteers, independent contractors, and student employees in the school district.

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

- A. The school district shall require that applicants for school district positions who ~~receive an~~ **are** offered ~~of~~ employment **in the school** and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals. The school district specifically reserves any and all rights it may have to conduct credit checks regarding current employees, applicants, or service providers with the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional

background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

### III. PROCEDURES

- A Normally an applicant will not commence employment or provide services until the school district receives the results of the criminal history background check and, if applicable, the credit check. The school district may conditionally hire an applicant or allow an individual to provide services to a school pending completion of the background check under Minnesota statutes, section 123B.03, subdivision 1 or credit check(s) or obtaining notice of a Professional Educator Licensing and Standards Board action but shall notify the individual that the individual's employment or ~~provision of~~ services may be terminated based on the result of the background or credit check or Professional Educator Licensing and Standards board action. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The school district reserves the right to also have criminal history background or credit check(s) conducted by other organizations or agencies. The school district is not liable for failing to hire or for terminating an individual's employment or other service based on the result of a background check or Professional Educator licensing and Standards Board action.
- B In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. If the school district determines that the individual is also subject to a credit check, the same requirements apply to such credit check. The cost of the criminal history background check and credit check, if applicable, is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

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

- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the Commissioner of the Minnesota Department of Education within the twelve (12) months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
  - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
  - 2. the other school hiring authority conducted a criminal background check within the previous twelve (12) months;
  - 3. the individual executes a written consent form giving the school district access to the results of the check; and
  - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all non-state residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.
- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

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

#### **IV. CRIMINAL HISTORY CONSENT FORM**

A form to obtain consent for a criminal history background check is included with this policy.

**Legal References:** Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)  
Minn. Stat. § 13.87, Subd. 1 (Criminal Justice Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and  
Individuals with Disabilities Protection Background Check Act)  
Minn. Stat. § 364.09(b) (Exception for School Districts)

**Cross References:** None

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

MSBA/MASA Model Policy 410

Orig. 1995

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

Rev. 2023~~6~~

## 410 FAMILY AND MEDICAL LEAVE POLICY

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

A. "Covered active duty" means:

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

B. "Covered servicemember" means:

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

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

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

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

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

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

#### **IV. LEAVE ENTITLEMENT**

- A. Twelve-week Leave under Federal Law

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

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

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

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

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

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

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

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

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

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

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

**BE. Twenty-six-week Servicemember Family Military Leave**

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

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

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

## **V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

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

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

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

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

## **VI. OTHER**

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

## **VII DISSEMINATION OF POLICY**

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

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

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

**Cross References:** None

## 503 STUDENT ATTENDANCE

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

#### A. Responsibilities

##### 1. Student's Responsibility

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

##### 2. Parent or Guardian's Responsibility

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

##### 3. Teacher's Responsibility

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

##### 4. Administrator's Responsibility

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

B. Attendance Procedures

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

1. Excused Absences

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

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

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

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

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

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

~~(1) — Illness up to ten (10) days total for the year.~~

~~(2) — Serious illness in the student's immediate family.~~

~~(3) — A death or funeral in the student's immediate family or of a close friend or relative.~~

~~(4) — Medical, dental, or orthodontic treatment, or a counseling appointment.~~

~~(5) — Court appearances occasioned by family or personal action.~~

~~(6) — Religious instruction not to exceed three hours in any week.~~

~~(7) — Physical emergency conditions such as fire, flood, storm, etc.~~

~~(8) — Official school field trip or other school sponsored outing.~~

~~(9) — Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.~~

~~(10) — Family emergencies.~~

~~(11) — Active duty in any military branch of the United States.~~

~~(12) — A student's condition that requires ongoing treatment for a mental health diagnosis.~~

~~(13) — Pre-approved family vacations.~~

~~(14) — Official College Visits — Juniors may take one and Seniors may take two. These must be approved by the office prior to the trip.~~

~~(15) — Driver's Education instruction as well as written and behind the wheel exams.~~

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

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

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

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

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

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

c. Consequences of Excused Absences

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

2. Unexcused Absences

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

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

b. Consequences of Unexcused Absences

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

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

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

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

- (a) Subject to the current student handbook.

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

### C. Tardiness

#### 1. Definition:

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

#### 2. Procedures for Reporting Tardiness

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

#### 3. Excused Tardiness

Valid excuses for tardiness are:

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

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

4. Unexcused Tardiness

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

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

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

**III. RELIGIOUS OBSERVANCE ACCOMMODATION**

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

**IV. DISSEMINATION OF POLICY**

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

**V. REQUIRED REPORTING**

- A. Continuing Truant

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

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

B. Reporting Responsibility

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

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

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

C. Habitual Truant

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

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

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

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

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

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

## **530 IMMUNIZATION REQUIREMENTS**

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

### **I. PURPOSE**

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

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

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

### **III. STUDENT IMMUNIZATION REQUIREMENTS**

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

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

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

#### **IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS**

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

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

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

## V. NOTICE OF IMMUNIZATION REQUIREMENTS

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

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

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

## VI. IMMUNIZATION RECORDS

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

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

## VII. OTHER

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

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

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

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

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

MSBA/MASA Model Policy 203.2

Orig. 1997

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

Rev. 2023~~6~~

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

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

### I. **PURPOSE**

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

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

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

### III. **ORDER**

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

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

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

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

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

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

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

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

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

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

## **203.5 SCHOOL BOARD MEETING AGENDA**

### **I. PURPOSE**

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

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

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

### **III. PROCEDURES**

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

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

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

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

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

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

MSBA/MASA Model Policy 521

Orig. 1995

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

Rev. 2022 2024

## **521 STUDENT DISABILITY NONDISCRIMINATION**

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

### **I. PURPOSE**

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

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

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

### **III. COORDINATOR**

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

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

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

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

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

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

MSBA/MASA Model Policy 701

Orig. 1995

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

Rev. 2026 4 (Nov.)

## 701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. REQUIREMENTS

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

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

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

#### **IV. IMPLEMENTATION**

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

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

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

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

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

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

MSBA/MASA Model Policy 807

Orig. 2012

Revised: ~~June 26, 2022~~ February 1, 2026

Rev. 2022-2026

## 807 HEALTH AND SAFETY POLICY

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

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

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcing workplace safety rules. Each recommendation shall include estimates of the annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minnesota Statutes, section 182.676 carry

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

### III. PROCEDURES

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

### IV. PROGRAM AND PLANS

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

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

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

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

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

## V. BUDGET

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

## VI ENFORCEMENT

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

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

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

Resolution for Acceptance of Gifts

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

WHEREAS Ed and Pat Baumgartner from BASS Hybrids have generously donated \$900.00 to the BOLD High School Industrial Technology Program for the purchase of a Turning Lathe;

WHEREAS Keith L. Scott Agency Inc. has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Frandsen Bank & Trust has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Fischer Laser Eye Center has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Superior Transportation Services Inc. has generously donated \$150.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Corn Capital Innovations has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Hebrink Wealth Management has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

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

WHEREAS Beck's Superior Hybrids has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Saunders Mertens Schmitz, P.A. has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Hanson Companies has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Balderston Automotive & Tire LLC has generously donated \$150.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Southern Minnesota Beet Sugar Cooperative has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Rural Authentic Wellness has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Willmar Aerial Spraying Operations Inc. has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Hometown Bank has generously donated \$250.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Keltgen Technology LightBeam Internet has generously donated \$200.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS West Central Sanitation, Inc. has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Sheehan's Gas Company has generously donated \$100.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS K&S Electric, Inc. has generously donated \$100.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Citizens Alliance Bank has generously donated \$150.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS H&L Printing has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS George Paur Agency, Inc. has generously donated \$50.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS American Legion Post 186 has generously donated \$150.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Triple F Farms LLP has generously donated \$200.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Rural Computer Consultants has generously donated \$100.00 to the BOLD High School Yearbook Sponsorship;

WHEREAS Superior Transportation and the BOLD Warrior Basketball Association have generously donated a free student/community fan bus to the girls basketball section finals game.

THEREFORE, BE IT RESOLVED by the Bird Island-Olivia-Lake Lillian Public School District

2534-01 Board to gratefully accept these gifts.

The motion for adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor thereof:

And the following against the same:

And the following was absent:

The foregoing resolution was approved this 27th day of April, 2026.

---

Mary Ella Clouse, School Board Clerk

**2026 BOLD School Board Committees**  
**(April change proposal Finance committee, 2026)**

<u>Committee</u>	<u>Max No. of Members</u>	<u>2026 Board Committee Delegates #</u>
<p><b><u>Facilities:</u></b></p> <ul style="list-style-type: none"> <li>● Meet with the superintendent as needed to discuss facilities and grounds.</li> <li>● Meet with the Business Manager and Superintendent in developing a budget.</li> <li>● Develop and monitor a 10yr Long Term Facility Maintenance (LTFM) plan.</li> <li>● Oversee the Facilities Maintenance Software and use it to recommend maintenance.</li> </ul>	3	Frank Peppel Sheehan
<p><b><u>Finance:</u></b></p> <ul style="list-style-type: none"> <li>● Meet with Superintendent to develop a budget for the current school year</li> <li>● Meet with Business Manager and Superintendent to determine staffing needs in developing the budget</li> <li>● Develop a 5-year financial plan for revenue and expenditures</li> <li>● Confirm annual compliance of Booster Clubs for board to accept donations</li> </ul>	3	Aaseth –(Apr 26) Benson # Frank Peppel (add Apr 26)
<p><b><u>Meet and Confer:</u></b></p> <ul style="list-style-type: none"> <li>● Meet with the teacher representatives (BOLD EA) to discuss issues of mutual concern.</li> <li>● Included Wellness and Culture items</li> <li>● 1 to 2 meetings per year.</li> </ul>	3	Benson Frank # Peppel
<p><b><u>Negotiations: BOLD EA:</u></b></p> <ul style="list-style-type: none"> <li>● The representatives of the negotiations committee handle the contract negotiations with the union representatives of the licensed teachers.</li> <li>● Contracts are two-year contracts. The number of meetings varies depending upon how quickly an agreement can be reached.</li> </ul>	3	Aaseth Benson # Sheehan

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

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