

AGENDA
BOLD BOARD OF EDUCATION REGULAR MEETING
BIRD ISLAND-OLIVIA-LAKE LILLIAN
INDEPENDENT SCHOOL DISTRICT #2534
MONDAY, SEPTEMBER 28, 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
Chair Peppel
- 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)**
 - August, 2026 Regular School Board Meeting
 - **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**
 - August 26, 2026, CTE Committee Meeting
 - September 2, 2026, Facilities Committee meeting
 - September 9, 2026, Finance Committee meeting

VIII. New Business

- A. Adopt Proposed 26 Payable 27 Levy
- **September 28, 2026 (Regular Mtg):** Adopt Proposed 26 Payable 27 Levy
- **On/By September 29, 2026: Certify Truth-in-Taxation and Continuation Hearing Dates to County Auditors**
- **On/Before September 30, 2026: Certify Proposed 26 Payable 27 Levy to County Auditor**
- B. Proposed stipend for Rob Van Der Hagen of \$2,500 for taking over facility manager duties over the summer.
Superintendent Tydlacka
- C. Approve the 2026-2027 fundraising activities. (Attachment) (Action)
Fundraising activities list to approve as of September 28, 2026 for the 2026-2027 school year.
- D. Resolution to Repeal Policy 750, Fund Balance
- E. First and final reading of policy:
 - **415 Mandated Reporting of Maltreatment of Vulnerable Adults.**
- F. and third and final readings for policies:
 - **618 ASSESSMENT OF STUDENT ACHIEVEMENT**
 - **619 STAFF DEVELOPMENT FOR STANDARDS**
 - **415 Mandated Reporting of Maltreatment of Vulnerable Adults**

- minor changes. Changes included adding number words to the number symbol as well as changes in some legal references and cross references.

618 ASSESSMENT OF STUDENT ACHIEVEMENT

- New policy: This will require three readings. Admin please weigh in on this. Let the Policy Committee know if you need more time to look this over.

619 STAFF DEVELOPMENT FOR STANDARDS

- This is a new policy so will require three readings. Admin please note highlighted area. Do we have a committee that addresses this?

G. Second of three readings of Policy:

- **721, Procurement Policy**

Policy 721, Procurement Policy, Is a new policy to BOLD, recommended by the Finance Committee, for adoption.

H. First of three readings of policies:

- **402 Disability Nondiscrimination Policy**
- **423 Employee-Student Relationships**
- **509 Enrollment of Nonresident Students**
- **521 Student Disability Nondiscrimination**
- **613: Graduation Requirements**
- **621: Literacy and the READ Act**
- **709: Student Transportation Safety Policy**
- **722: Public Data and Data Subject Requests**

Policy 402 requires 3 readings due to adding reasonable accommodation process provision enacted by the 2026 Minnesota legislature. See article E. Article D adds specific contact information

Policy 423 requires 3 readings because Article E section 5 adds "grooming" prohibition enacted by the 2026 MN legislature.

Policy 509 is new to our district, therefore it requires three readings. Note the highlighted areas require additional documentation.

Policy 521, Three readings are required as Article II E was added. The content adds reasonable accommodation process provision as enacted by the MN legislature.

Policy 613, substantial addition of Article IX (the high school diploma for veterans). There were also a couple changes in legal references plus a deletion of a definition Art. III B.

Policy 621 requires three readings due to substantial changes. Since the introduction of the READ Act in 2025 requirements have been met. This version revisions clarify and refine entities for reading instruction. It give guidance for where the READ Act goes from 2026 and years beyond.

Policy 709, change related to the addition of a first aid kit requirement (Article B.10.c)

Policy 722 will require three readings, with tentative approval at the November 23, 2026 board meeting. This will replace the version we approved on 2026 Feb 23.

Changes include:

1. rearrange Article IV.B and removal of IV.C. and Note.
2. Change in title of Article VI.
3. Insertion of language that is now Article IX. Previous Article IX is now Article X.

I. Resolution for Acceptance of Gifts

J. Enter closed session, under MN Statute 13.D.03, to discuss current EA negotiations.

Chair Peppel

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

K. Reopen general Board meeting

Reopening the September 28th board meeting.

L. Statement regarding board closed-door meeting held 9/28/26

The closed session of the School board that ended at 8:38 pm discussed negotiation strategies for the Teacher E/A contracts as permitted by MN Statute 13D.03. No official board action or voting took place during the closed session.

IX. **Upcoming dates:**

September 30, 2026, Community Education Advisory Committee at 12:00pm

October 7, 2026, Facilities Committee meeting, District office, 4:00pm

October 14, 2026, Finance Committee meeting, District office, 4:00pm

October 26, 2026, Regular School Board Meeting, Media Center, 7:00PM

November 4, 2026, Facilities Committee meeting, District office, 4:00pm

November 11, 2026, Finance Committee meeting, District office, 4:00pm

November 12, 2026, Special Board Meeting (Certify Election), Media

Center, 7:00pm

November 16, 2026, Pool board, Pool area, 7:00pm

November 18, 2026, District Advisory Committee, TBD, 11:30AM

November 23, 2026, Regular School Board Meeting, Media Center, 7:00PM

December 2, 2026, Facilities Committee meeting, District office, 4:00pm

December 7, 2026, Special Meeting: Proposed Property Taxes Payable
2027, Media Center, 6:30pm

December 9, 2026, Finance Committee meeting, District office, 4:00pm

December 14, 2026, Special meeting: Proposed Property Taxes Payable
2027 (if needed), Media Center, 6:30pm

December 21, 2026, Regular School Board Meeting, Media Center, 7:00PM

X. **Adjourn**

BOLD BOARD OF EDUCATION REGULAR MEETING

Monday, August 24, 2026 7:00 PM

Room 122, 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
Peppel

II. Pledge of Allegiance

III. Approval of Agenda

Speaker(s): Chair
Peppel

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

Discussion: 3 community members spoke in support of having both boys and girls teams in the Willmar Coop.

VI. Consent Items

Action(s):

I move to approve the consent items of approving bill payments, the July, 2026 Work and General meeting minutes, and personnel changes as published in BoardBook. This motion, made by Dr. Todd Frank 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 softball fields project presented by Mike Nagel.

Speaker(s) : Mike Nagel

VIII.B. Resolution Authorizing Conveyance of Real Property (Small Baseball Field) to the City of Bird Island

Speaker(s) : Chair Peppel

VIII.C. Ballpark Complex Joint Powers Agreement Between BOLD School and the City of Bird Island

Action(s) :

I move to approve the updated Ballpark Complex Joint Powers agreement between Bird-Island, Olivia, Lake Lilian District and the City of Bird Island as published in BoardBook. 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.D. Proposal for Agreement between BOLD and Dashir for facilities management and custodial services.

Action(s) :

I move to approve the proposed three year agreement between BOLD and Dashir starting August 25, 2026, through June 30, 2029. 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.E. Agreement for a paired Gymnastics program between the School Boards of ISD 2897, Redwood Valley and Wabasso, BOLD, Renville County West and Cedar Mountain.

Action(s):

I move to approve a Gymnastics Co-Op between BOLD, and Redwood Valley, Wabasso, Renville County West, and Cedar Mountain for the 26-27 school year. This motion, made by Sandy Benson 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. Hire an assistant director for the fall musical with a \$2300 stipend.

Action(s):

I move to approve hiring an assistant director for the School Year 26/27 fall musical with a \$2300 stipend. This motion, made by Todd Sheehan and seconded by Mary Ella Clouse, Failed.

Voting Detail:

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

Voting Summary: Yea: 0, Nay: 7

Speaker(s):

Superintendent
Tydlacka

VIII.G. Set Public Hearing Dates for Proposed Property Taxes Payable 2027. (Action)

Speaker(s): ALL Board
Members

Action(s) :

I move to approve the Public Hearing Date for Proposed Property Taxes Payable 2027 of Monday, December 7, 2026, and a Continuation Hearing Date of Monday, December 14, 2026 (if necessary), with both meetings starting at 6:30 p.m. in the Media Center. 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.H. First of three readings of Policies :
 721, Procurement Policy

VIII.I. second of three readings for policies
 (Postponed in July meeting):

- 618 ASSESSMENT OF STUDENT ACHIEVEMENT
- 619 STAFF DEVELOPMENT FOR STANDARDS

VIII.J. First and final reading of policy:

- 413 Harassment and Violence with Form

VIII.K. Third and final readings of policies:

- 405, Veteran's Preference.
- 516.5 Overdose Medication
- 524, Internet, Technology, and Cell Phone Acceptable Use and Safety Policy.
- 714 Fund Balance

Action(s) :

I move to approve policies; 405, Veteran's preference, 413 Harassment and Violence with Form, 516.5, Overdose Medication, 524, Internet, Technology, and Cell Phone Acceptable Use and Safety Policy, and 714 Fund Balances as published in BoardBook. This motion, made by Sandy Benson 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.L. Approval for the Acceptance of Gifts

VIII.M. Approve the 2026-2027 PK-6 Grade School Handbook. (Attachment) (Action)

Speaker (s) :
 Superintendent

Action(s):

Tydlacka

I move to approve the 2026-2027 PK-6 Grade School Handbook as published in the board packet. This motion, made by Brad Aaseth and seconded by Dr. Todd Frank, 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

IX. Upcoming dates:

September 2, 2026, Facilities Committee meeting, Elementary break out room, 4:00pm
September 9, 2026, Finance Committee meeting, District office, 4:00pm
September 28, 2026, Regular School Board Meeting, Elementary break out room, 7:00PM

October 7, 2026, Facilities Committee meeting, Elementary break out room, 4:00pm
October 14, 2026, Finance Committee meeting, District office, 4:00pm
October 26, 2026, Regular School Board Meeting, Elementary break out room, 7:00PM

X. Adjourn**Action(s):**

I move to adjourn the meeting. This motion, made by Sandy Benson 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

Discussion: Meeting adjourned at 8:52 PM

September 28, 2026 Board Meeting

NEW HIRES:

1. Sophie Burr, SpEd Paraprofessional
2. Maiya Benson, SpEd Paraprofessional

RESIGNATIONS/TERMINATIONS:

1. Dan Kluver, Junior High Baseball Coach
2. Derrick Lothert, BOLD Custodian, now employed by DASHIR

CHANGES IN ASSIGNMENT:

1. Samantha Schneider, added ½ hr per day (increase due to student need)

LEAVES OF ABSENCE:

- 1.

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54341	CH	1	6324	AWSL	08/21/2026	\$165.00	100132	E 01 005 211 908 000 305	MBuilding Leaders for Life
Check Total:							\$165.00			
HOME	54342	CH	1	4352	EDMENTUM	08/21/2026	\$6,877.15	100145	E 01 025 211 000 305 430	Courseware: College and Career Readine:
Check Total:							\$6,877.15			
HOME	54343	CH	1	6354	Neuhaus Education Center	08/21/2026	\$4,500.00	100131	E 01 005 640 000 316 305	Structured Literacy Modules for CEU Cred
Check Total:							\$4,500.00			
HOME	54344	CH	1	02290	MN COUNCIL 65 AFSCME	08/28/2026	\$129.84	100147	B 01 215 044	Union Dues
Check Total:							\$129.84			
HOME	54345	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	08/28/2026	\$15.00	100144	B 01 215 000	Payroll Deductions
Check Total:							\$15.00			
HOME	54346	CH	1	5976	Bearcat Coaching	08/31/2026	\$650.00	100128	E 01 020 292 964 000 305	Athletics Parent Meeting Speaker - MSHSI
Check Total:							\$650.00			
HOME	54347	CH	1	6357	St Aloysius Church	08/31/2026	\$100.00	100155	E 01 005 640 000 316 305	Kitchen - FS Training
Check Total:							\$100.00			
HOME	54348	CH	1	01069	ST. MARY'S SCHOOL	08/31/2026	\$130.95	100146	E 01 015 216 000 863 329	Migrant Program Fee
Check Total:							\$130.95			
HOME	54349	CH	1	6358	Samantha Schneider	09/02/2026	\$105.04	100156	R 01 005 000 000 000 099	S202704 - bank account closed
Check Total:							\$105.04			
HOME	54350	CH	1	4175	BILL MILLS	09/03/2026	\$130.00	100166	E 01 020 294 973 000 305	9/4 Football Official
Check Total:							\$130.00			
HOME	54351	CH	1	3615	BSN SPORTS, LLC	09/03/2026	\$923.00	100160	E 01 020 294 973 000 401	Varsity Helmet Reconditioning
HOME	54351	CH	1	3615	BSN SPORTS, LLC	09/03/2026	\$324.00	100158	E 01 020 292 969 000 401	Platform Replacement Tile
HOME	54351	CH	1	3615	BSN SPORTS, LLC	09/03/2026	\$1,560.00	100162	E 01 020 294 973 000 401	Youth Helmet Reconditioning
HOME	54351	CH	1	3615	BSN SPORTS, LLC	09/03/2026	\$4,149.90	100159	E 01 020 294 973 000 401	Varsity Helmets
HOME	54351	CH	1	3615	BSN SPORTS, LLC	09/03/2026	\$610.00	100161	E 01 020 294 973 000 401	Junior High Helmet Reconditioning
Check Total:							\$7,566.90			
HOME	54352	CH	1	6340	Geyer Instructional	09/03/2026	\$544.92	100173	E 01 015 203 000 000 406	#203845 Magnetic Two-Siden Dry Erase E
Check Total:							\$544.92			
HOME	54353	CH	1	6359	Gordy Moeller	09/03/2026	\$130.00	100170	E 01 020 294 973 000 305	9/4 Football Official
Check Total:							\$130.00			
HOME	54354	CH	1	6253	Kristina Nelson	09/03/2026	\$140.00	100165	E 01 020 296 978 000 305	9/8 Volleyball Official
Check Total:							\$140.00			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54355	CH	1	3823	MARK HERMAN	09/03/2026	\$140.00	100163	E 01 020 296 978 000 305	9/1 Volleyball Official
HOME	54355	CH	1	3823	MARK HERMAN	09/03/2026	\$140.00	100163	E 01 020 296 978 000 305	9/8 Volleyball Official
Check Total:							\$280.00			
HOME	54356	CH	1	4020	MAX MEAGHER	09/03/2026	\$130.00	100168	E 01 020 294 973 000 305	9/4 Football Official
Check Total:							\$130.00			
HOME	54357	CH	1	5587	NEIL NELSON	09/03/2026	\$130.00	100167	E 01 020 294 973 000 305	9/4 Football Official
Check Total:							\$130.00			
HOME	54358	CH	1	4397	PAUL RETTMANN	09/03/2026	\$140.00	100164	E 01 020 296 978 000 305	9/1 Volleyball Official
Check Total:							\$140.00			
HOME	54359	CH	1	5989	Peyton Mills	09/03/2026	\$130.00	100169	E 01 020 294 973 000 305	9/4 Football Official
Check Total:							\$130.00			
HOME	54360	CH	1	00485	SCHOOL SPECIALTY	09/03/2026	\$184.05	100171	E 01 015 203 000 000 460	#9780838860434 Words I Use When I Wri
HOME	54360	CH	1	00485	SCHOOL SPECIALTY	09/03/2026	\$36.81	100171	E 01 015 203 000 000 460	shipping
Check Total:							\$220.86			
HOME	54361	CH	1	5671	SEESAW LEARNING, INC	09/03/2026	\$2,788.85	100172	E 01 015 203 000 000 460	SeeSaw renewal 26-27
Check Total:							\$2,788.85			
HOME	54362	CH	1	00091	CASH	09/03/2026	\$500.00	100157	E 01 020 294 973 000 366	Gate Cash for Fall activities
Check Total:							\$500.00			
HOME	54363	CH	1	00023	AMERICAN WELDING & GAS, INC	09/09/2026	\$217.24	100225	E 01 005 865 000 363 305	Fire Extinguisher Inspection
Check Total:							\$217.24			
HOME	54364	CH	1	00555	B & D MARKET Acct#1277	09/09/2026	\$35.94	100198	E 01 020 810 000 000 401	Custodial
HOME	54364	CH	1	00555	B & D MARKET Acct#1277	09/09/2026	\$13.38	100198	E 01 015 216 000 863 401	Migrant
Check Total:							\$49.32			
HOME	54365	CH	1	2284	CDWG	09/09/2026	\$4,485.00	100216	E 01 005 630 257 000 465	EPSON POWERLITE 685W WXGA PROJ N
HOME	54365	CH	1	2284	CDWG	09/09/2026	\$315.00	100216	E 01 005 630 257 000 465	EPSON UST MOUNT F/BRIGHTLINK MFG
Check Total:							\$4,800.00			
HOME	54366	CH	1	6296	Culligan of Olivia	09/09/2026	\$11.00	100224	E 01 020 810 000 000 401	salt, bottled water, cool rental
Check Total:							\$11.00			
HOME	54367	CH	1	02205	ECOLAB PEST ELIMINATION DIVISION, IN	09/09/2026	\$158.93	100206	E 01 015 050 000 000 401	pest control
Check Total:							\$158.93			
HOME	54368	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF REI	09/09/2026	\$79.05	100199	E 01 005 760 000 733 442	vehicle supplies
Check Total:							\$79.05			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54369	CH	1	6353	Fast Signs	09/09/2026	\$14,383.19	100229	E 01 005 850 000 302 530	School Branding Package
Check Total:							\$14,383.19			
HOME	54370	CH	1	6133	Great Minds PBC	09/09/2026	\$1,836.42	100215	E 01 005 640 000 312 305	Wit & Wisdom Modules
Check Total:							\$1,836.42			
HOME	54371	CH	1	6240	Groves Learning Organization	09/09/2026	\$2,125.00	100204	E 04 001 590 000 351 460	Groves Method Connect- Comp.
Check Total:							\$2,125.00			
HOME	54372	CH	1	6350	Healthy Roster	09/09/2026	\$573.75	100207	E 01 020 292 969 000 820	Concussion tests-Sway
Check Total:							\$573.75			
HOME	54373	CH	1	02203	HILLYARD Inc.	09/09/2026	\$1,124.11	100214	E 01 020 810 000 000 401	90131123 buff pads, garbage liners, dispe
HOME	54373	CH	1	02203	HILLYARD Inc.	09/09/2026	\$500.37	100211	E 01 020 810 000 000 401	90228870 Applicator kit
HOME	54373	CH	1	02203	HILLYARD Inc.	09/09/2026	\$634.03	100212	E 01 020 810 000 000 401	90212966 garbage liners
HOME	54373	CH	1	02203	HILLYARD Inc.	09/09/2026	\$11,044.75	100213	E 01 020 810 000 000 401	90243775 hand towels, tissue, hand soap
Check Total:							\$13,303.26			
HOME	54375	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	09/09/2026	\$25,232.12	100222	E 01 005 866 000 358 305	Asbestos services
HOME	54375	CH	1	5394	INSTITUTE FOR ENVIRONMENTAL ASSES	09/09/2026	\$1,455.00	100226	E 01 005 866 000 358 305	Asbestos services
Check Total:							\$26,687.12			
HOME	54376	CH	1	4855	INTERMEDIATE DISTRICT 287	09/09/2026	\$262.20	100217	E 01 020 211 041 303 390	FY 25-26 Care and Treatment Final Billing
HOME	54376	CH	1	4855	INTERMEDIATE DISTRICT 287	09/09/2026	\$786.60	100227	E 01 020 211 041 303 390	FY 25-26 Care and Treatment Mid-Yr. Billir
Check Total:							\$1,048.80			
HOME	54377	CH	1	6109	LAKELAND MEDIA	09/09/2026	\$235.29	100196	E 01 005 110 000 000 380	advertising
Check Total:							\$235.29			
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$305.92	100188	E 01 005 110 000 000 401	908040 drywall anchors, hole saw kit, drill
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$32.97	100185	E 01 020 810 000 000 401	908151 paint brushes
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$19.68	100176	E 01 020 301 000 000 430	907854 connectors, pipe tape
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$33.94	100186	E 01 005 110 000 000 401	908255 utility knife, level misc
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$85.98	100187	E 01 005 110 000 000 401	908146 frosted glass spray, flashlight
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$13.98	100179	E 01 020 810 000 000 401	908083 roller, roller covers
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$42.99	100180	E 01 020 810 000 000 401	908182 spackling compounds
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$73.93	100189	E 01 005 110 000 000 401	908107 utility knife, compact driver
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$35.96	100177	E 01 020 810 000 000 401	908010 swivel wheels for cart
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$144.94	100181	E 01 005 110 000 000 401	907837 claw hammer, mallet, saw blade
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$49.97	100182	E 01 005 110 000 000 401	908244 batteries
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$10.36	100178	E 01 020 810 000 000 401	908047 fly ribbons, swatters

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Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$64.96	100183	E 01 005 110 000 000 401	908188 bulk fastners, magnetic driver set
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$181.96	100175	E 01 020 301 000 000 430	907834 Swivel casters
HOME	54378	CH	1	5214	MAC'S HARDWARE	09/09/2026	\$266.97	100184	E 01 005 110 000 000 401	908124 pliers, cleaning cloths, 60v rechar
Check Total:							\$1,364.51			
HOME	54379	CH	1	2801	MCGRAW-HILLSCHOOL EDUCATION HOI	09/09/2026	\$1,500.00	100194	E 01 001 202 000 414 303	Reveal Math K-5 Professional Learning On
Check Total:							\$1,500.00			
HOME	54380	CH	1	3878	MCTM SPRING MATHEMATICS CONF.	09/09/2026	\$75.00	100193	E 01 020 640 000 316 366	26-27 Conference
Check Total:							\$75.00			
HOME	54381	CH	1	6360	Mykia Engstrom	09/09/2026	\$250.00	100228	E 18 005 960 000 340 898	Scholarship - Fischer Laser Eye
Check Total:							\$250.00			
HOME	54382	CH	1	5835	NAPA Auto Parts	09/09/2026	\$25.75	100190	E 01 020 810 000 000 401	801985 belt
HOME	54382	CH	1	5835	NAPA Auto Parts	09/09/2026	\$26.19	100191	E 01 020 810 000 000 401	802001 belt
HOME	54382	CH	1	5835	NAPA Auto Parts	09/09/2026	(\$25.75)	100191	E 01 020 810 000 000 401	credit belt
HOME	54382	CH	1	5835	NAPA Auto Parts	09/09/2026	\$20.50	100192	E 01 020 810 000 000 401	802208 belt
Check Total:							\$46.69			
HOME	54383	CH	1	00439	OLIVIA MACHINE SHOP	09/09/2026	\$239.91	100208	E 01 020 301 000 000 430	214567 flat/flat expanded metal
HOME	54383	CH	1	00439	OLIVIA MACHINE SHOP	09/09/2026	\$51.60	100210	E 01 020 301 000 000 430	214625 square tube
HOME	54383	CH	1	00439	OLIVIA MACHINE SHOP	09/09/2026	\$157.00	100209	E 01 020 301 000 000 430	214610 14 gax48 sheet - hot rolled
Check Total:							\$448.51			
HOME	54384	CH	1	00089	OLIVIA TIRE & SERVICE INC.	09/09/2026	\$21.08	100201	E 01 005 850 000 302 530	Tire repair, tube-
Check Total:							\$21.08			
HOME	54385	CH	1	1820	RENAISSANCE LEARNING, INC	09/09/2026	\$2,943.00	100205	E 01 020 620 405 000 470	Fast Bridge Subscription (300 seats)
Check Total:							\$2,943.00			
HOME	54386	CH	1	2196	RENCO PUBLISHING, INC.	09/09/2026	\$402.88	100202	E 01 005 110 000 000 380	advertising
Check Total:							\$402.88			
HOME	54387	CH	1	5662	SAVVAS LEARNING COMPANY	09/09/2026	\$630.00	100174	E 01 015 203 000 000 460	#9781418361723 D'Nealian Handwriting B
HOME	54387	CH	1	5662	SAVVAS LEARNING COMPANY	09/09/2026	\$50.40	100174	E 01 015 203 000 000 460	shippipng
Check Total:							\$680.40			
HOME	54388	CH	1	3446	SHELDON'S PIT STOP	09/09/2026	\$84.13	100200	E 01 005 760 000 720 350	vehicle maintenance
Check Total:							\$84.13			
HOME	54389	CH	1	4721	SQUIRES, WALDSPURGER, & MACE, PA.	09/09/2026	\$961.00	100195	E 01 005 150 000 000 305	Legal Correspondence 30539

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Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54389	CH	1	4721	SQUIRES, WALDSPURGER, & MACE, PA.	09/09/2026	\$203.00	100195	E 01 005 150 000 000 305	Legal Correspondence 30116
Check Total:							\$1,164.00			
HOME	54390	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/09/2026	\$17,294.25	100220	E 01 015 216 000 863 360	Migrant Program - July Routes
HOME	54390	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/09/2026	\$2,033.10	100221	E 01 005 760 000 720 360	August Routes
HOME	54390	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/09/2026	\$330.96	100221	E 01 005 760 000 720 360	July/August Extra Curricular
HOME	54390	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/09/2026	\$474.05	100221	E 01 005 760 000 720 441	July Fuel - Gas
HOME	54390	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/09/2026	\$753.97	100221	E 01 005 760 000 720 441	July Fuel - Diesel
Check Total:							\$20,886.33			
HOME	54391	CH	1	3282	THE MCDOWELL AGENCY, INC	09/09/2026	\$270.60	100197	E 01 005 110 000 000 305	Background checks
Check Total:							\$270.60			
HOME	54392	CH	1	01894	VALLEY ELECTRIC OF OLIVIA, INC.	09/09/2026	\$103.80	100203	E 01 020 810 000 000 350	locking plug, connectors
Check Total:							\$103.80			
HOME	54393	CH	1	6282	Peyton Sander	09/09/2026	\$1,000.00	98218	E 18 005 960 000 340 898	Robert Remsberg Scholarship 2025
Check Total:							\$1,000.00			
HOME	54394	CH	1	00091	CASH	09/09/2026	\$200.00	100230	E 01 005 110 000 000 401	Cash for Open House Fee Payments
Check Total:							\$200.00			
HOME	54395	CH	1	6232	Liberty Mutual Insurance	09/09/2026	\$7,000.00	100218	R 01 005 000 000 000 099	Mower claim repayment
Check Total:							\$7,000.00			
HOME	54396	CH	1	5389	APPLE FINANCIAL SERVICES	09/11/2026	\$22,357.50	100129	E 01 005 630 257 302 560	Apple Equipment Master Lease Agreement
Check Total:							\$22,357.50			
HOME	54397	CH	1	6361	34Ed LLC	09/16/2026	\$3,375.00	100247	E 01 005 715 000 342 405	Digital Management- Dismissal
Check Total:							\$3,375.00			
HOME	54398	CH	1	00061	CHAPPELL CENTRAL	09/16/2026	\$2,091.68	100254	E 01 020 810 000 000 350	133135 Inspection of RTU's in Media Cent
HOME	54398	CH	1	00061	CHAPPELL CENTRAL	09/16/2026	\$320.11	100253	E 01 020 810 000 000 350	133228 Work done in boys bathroom
Check Total:							\$2,411.79			
HOME	54399	CH	1	4471	CMF TREE SERVICE	09/16/2026	\$479.83	100263	E 01 020 810 000 000 332	20 yd roll off, landfill fee
HOME	54399	CH	1	4471	CMF TREE SERVICE	09/16/2026	\$617.89	100262	E 01 020 810 000 000 332	20 yd roll off, landfill fee
HOME	54399	CH	1	4471	CMF TREE SERVICE	09/16/2026	\$699.43	100264	E 01 020 810 000 000 332	20 yd roll off, landfill fee
Check Total:							\$1,797.15			
HOME	54400	CH	1	6296	Culligan of Olivia	09/16/2026	\$300.00	100260	E 01 020 810 000 000 401	salt, bottled water, cool rental
Check Total:							\$300.00			

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Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54401	CH	1	6363	Dashir Management Services, Inc.	09/16/2026	\$6,271.69	100248	E 01 005 810 000 000 305	Custodial Management 8/25 - 9/19
Check Total:							\$6,271.69			
HOME	54402	CH	1	6364	E&C Graphics, Inc.	09/16/2026	\$1,200.00	100249	E 01 005 810 000 000 305	Olivia Office Windows
Check Total:							\$1,200.00			
HOME	54403	CH	1	6365	Granite Falls Redi-Mix	09/16/2026	\$359.71	100250	E 01 020 292 972 000 401	Olivia Gym Pole Vault Pit
Check Total:							\$359.71			
HOME	54404	CH	1	6133	Great Minds PBC	09/16/2026	\$3,900.00	100257	E 01 005 640 000 312 305	Wit &Wisom On site PD support
HOME	54404	CH	1	6133	Great Minds PBC	09/16/2026	\$1,250.00	100256	E 01 005 640 000 312 305	Training
Check Total:							\$5,150.00			
HOME	54405	CH	1	3619	I.S.D#378 DAWSON-BOYD HS	09/16/2026	\$28.05	100261	E 02 005 770 860 701 401	IFD - WMN5 Boot Camp
Check Total:							\$28.05			
HOME	54406	CH	1	01045	I.S.D. #0347 WILLMAR	09/16/2026	\$4,602.26	100255	E 01 998 211 000 000 390	Tuition Billing
Check Total:							\$4,602.26			
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$878.00	100265	E 01 020 211 000 000 401	10 cases of copy paper
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$878.00	100265	E 01 015 200 000 000 401	10 cases of copy paper
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$94.94	100265	E 01 020 211 000 000 401	colored paper HAM102269CT
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$115.38	100265	E 01 015 200 000 000 401	colored paper HAM103309CT
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$92.59	100265	E 01 020 211 000 000 401	colored paper HAM103341CT
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$92.59	100265	E 01 015 200 000 000 401	colored paper HAM103382CT
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$92.59	100265	E 01 015 200 000 000 401	colored paper HAM103119CT
HOME	54407	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/16/2026	\$94.59	100265	E 01 020 211 000 000 401	colored paper 103366CT
Check Total:							\$2,338.68			
HOME	54408	CH	1	6366	Jacobson's Carpet Cleaning	09/16/2026	\$5,314.41	100266	E 01 005 810 000 000 305	Strip and re-wax science, pool, hallways
Check Total:							\$5,314.41			
HOME	54409	CH	1	6362	Mark Schiroo	09/16/2026	\$140.00	100246	E 01 020 296 978 000 305	9/17 Volleyball Official
Check Total:							\$140.00			
HOME	54410	CH	1	1194	RICH POHLMEIER	09/16/2026	\$140.00	100245	E 01 020 296 978 000 305	9/17 Volleyball Official
Check Total:							\$140.00			
HOME	54411	CH	1	6118	Robert W. Carlstrom Co., Inc	09/16/2026	\$2,312.85	100251	E 01 005 866 000 358 305	Olivia Janitor closet demo for abatement
Check Total:							\$2,312.85			
HOME	54412	CH	1	3731	SUMMIT FIRE PROTECTION	09/16/2026	\$4,260.00	100267	E 01 005 865 000 363 305	4368077 Replace leaking sprinkler pipe in

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Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54412	CH	1	3731	SUMMIT FIRE PROTECTION	09/16/2026	\$1,455.00	100268	E 01 005 865 000 363 305	4375349 Service call: Replace butterfly va
Check Total:							\$5,715.00			
HOME	54413	CH	1	6221	SWWC Education & Administrative Resou	09/16/2026	\$1,975.01	100252	E 04 001 590 000 350 305	School Nurse Services
Check Total:							\$1,975.01			
HOME	54414	CH	1	02546	WEST CENTRAL SANITATION	09/16/2026	\$738.80	100258	E 01 015 810 000 000 332	sanitation services BI
HOME	54414	CH	1	02546	WEST CENTRAL SANITATION	09/16/2026	\$659.98	100259	E 01 015 810 000 000 332	sanitation services BI
Check Total:							\$1,398.78			
HOME	54415	CH	1	02290	MN COUNCIL 65 AFSCME	09/15/2026	\$198.78	100231	B 01 215 044	Union Dues
Check Total:							\$198.78			
HOME	54416	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	09/15/2026	\$15.00	100244	B 01 215 000	Payroll Deductions
Check Total:							\$15.00			
HOME	54417	CH	1	5233	ACT	09/22/2026	\$1,529.00	100326	E 01 020 211 000 000 461	ACT Spring 2026 District Testing- ACT Pl
Check Total:							\$1,529.00			
HOME	54418	CH	1	6302	ASPi Soluntions, Inc	09/22/2026	\$720.00	100296	E 01 020 292 969 000 820	Clever Registration Bundle
Check Total:							\$720.00			
HOME	54419	CH	1	00555	B & D MARKET Acct#1277	09/22/2026	\$44.24	100287	E 01 020 640 000 316 366	tct#009 staff dev
Check Total:							\$44.24			
HOME	54420	CH	1	3615	BSN SPORTS, LLC	09/22/2026	\$634.92	100297	E 01 020 296 978 000 401	Invoice 935048519-Volleyballs
HOME	54420	CH	1	3615	BSN SPORTS, LLC	09/22/2026	\$3,657.00	100298	E 01 020 292 000 302 530	Invoice 935048517- Track Uniform Tops
HOME	54420	CH	1	3615	BSN SPORTS, LLC	09/22/2026	\$1,110.00	100299	E 01 020 292 000 302 530	Invoice 935048518- Cross Country Tops
Check Total:							\$5,401.92			
HOME	54421	CH	1	00061	CHAPPELL CENTRAL	09/22/2026	\$20,239.00	100292	E 01 005 865 000 381 305	133100 Quoted work: Repipe condensate
Check Total:							\$20,239.00			
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$5.57	100331	E 02 005 770 000 701 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$105.92	100331	E 01 020 810 000 000 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$24.77	100327	E 02 005 770 000 701 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$470.71	100327	E 01 020 810 000 000 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$80.52	100329	E 02 005 770 000 701 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$1,529.93	100329	E 01 020 810 000 000 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$291.27	100330	E 02 005 770 000 701 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$5,534.20	100330	E 01 020 810 000 000 330	utilities
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$4.21	100328	E 02 005 770 000 701 330	utilities

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Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

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Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54422	CH	1	00435	CITY OF OLIVIA	09/22/2026	\$80.05	100328	E 01 020 810 000 000 330	utilities
Check Total:							\$8,127.15			
HOME	54423	CH	1	4477	EDUCATORS BENEFIT CONSULTANTS, L	09/22/2026	\$70.25	100337	E 01 005 160 000 000 305	ACS TPA Monthly Fee
HOME	54423	CH	1	4477	EDUCATORS BENEFIT CONSULTANTS, L	09/22/2026	\$70.25	100333	E 01 005 160 000 000 305	ACS TPA Monthly Fee
Check Total:							\$140.50			
HOME	54424	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF REI	09/22/2026	\$126.74	100291	E 01 005 760 000 733 442	vehicle supplies
Check Total:							\$126.74			
HOME	54425	CH	1	6369	Grove Works, LLC	09/22/2026	\$500.00	100332	E 01 005 640 000 316 305	Through the Grove Workshop
Check Total:							\$500.00			
HOME	54426	CH	1	6240	Groves Learning Organization	09/22/2026	\$12.00	100270	E 04 001 590 000 351 460	Knowledge-Based Comprehension Books
Check Total:							\$12.00			
HOME	54427	CH	1	02203	HILLYARD Inc.	09/22/2026	\$61.71	100289	E 01 020 810 000 000 350	90268438 buffer pad
HOME	54427	CH	1	02203	HILLYARD Inc.	09/22/2026	\$179.49	100288	E 01 020 810 000 000 350	90255208 squeegee blades
HOME	54427	CH	1	02203	HILLYARD Inc.	09/22/2026	\$7,750.00	100290	E 01 020 810 000 000 350	vacuum versamatic 10 motor
Check Total:							\$7,991.20			
HOME	54428	CH	1	2998	I.S.D. #0077 MANKATO DISTRICT	09/22/2026	\$2,777.94	100300	E 01 998 211 000 000 390	25-26 Prairiecare Care and Treatment Tuiti
Check Total:							\$2,777.94			
HOME	54429	CH	1	00567	I.S.D. #0775 KMS	09/22/2026	\$100.00	100334	E 01 020 292 970 000 369	9/10 Cross Country Entry Fee
Check Total:							\$100.00			
HOME	54430	CH	1	4298	JONTI-CRAFT	09/22/2026	\$544.99	100269	E 01 005 420 000 740 433	Wooden Changing Table with Storage with
Check Total:							\$544.99			
HOME	54431	CH	1	6243	Lac qui Parle Valley ISD#2853	09/22/2026	\$120.00	100335	E 01 020 292 970 000 369	9/3 Cross Country
Check Total:							\$120.00			
HOME	54432	CH	1	6109	LAKELAND MEDIA	09/22/2026	\$227.70	100293	E 01 005 110 000 000 380	advertising
HOME	54432	CH	1	6109	LAKELAND MEDIA	09/22/2026	\$500.00	100294	E 01 005 110 000 000 380	advertising
Check Total:							\$727.70			
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$55.98	100276	E 01 020 810 000 000 401	908358 toggle, toggle bolt
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$39.98	100284	E 01 005 110 000 000 401	908455 drywall anchors, bolts
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$58.34	100285	E 01 005 110 000 000 401	908645 tape, exten cord,
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$32.00	100286	E 01 020 810 000 000 401	Range Cord
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$23.94	100278	E 01 020 810 000 000 401	908426 insect control
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$32.99	100279	E 01 020 810 000 000 401	908658 plastic

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						Pay/Void					
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$22.77	100274	E 01 020 810 000 000 401	908725 glue traps	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$10.99	100280	E 01 020 810 000 000 401	908695 pwr receptor	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$34.99	100280	E 01 005 110 000 000 401	908695 sensor switch	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$4.19	100277	E 01 020 810 000 000 401	908428 fly traps, flyswatters	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$33.26	100281	E 01 005 110 000 000 401	908368 shop towels, window cleaner	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$1,799.28	100275	E 01 020 294 973 000 401	387656 markig field paint	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$154.96	100282	E 01 005 110 000 000 401	908509 drill bits	
HOME	54433	CH	1	5214	MAC'S HARDWARE	09/22/2026	\$60.98	100283	E 01 005 110 000 000 401	908465 hammer drill bits	
Check Total:							\$2,364.65				
HOME	54434	CH	1	6370	MACTA	09/22/2026	\$240.00	100341	E 01 020 050 000 000 820	MHB Membership - MACTA	
Check Total:							\$240.00				
HOME	54435	CH	1	00529	MASSP	09/22/2026	\$195.00	100339	E 01 005 640 000 316 305	2026-2027 MASSP School Law Seminar	
Check Total:							\$195.00				
HOME	54436	CH	1	5835	NAPA Auto Parts	09/22/2026	\$86.94	100273	E 01 020 810 000 000 401	803099 oil dry	
Check Total:							\$86.94				
HOME	54437	CH	1	4532	NCS PEARSON, INC.	09/22/2026	\$166.05	100271	E 04 001 590 000 351 460	AIMSWEBPLUS Reading Digital	
HOME	54437	CH	1	4532	NCS PEARSON, INC.	09/22/2026	\$5.85	100271	E 04 001 590 000 351 460	AIMSWEBPLUS Dyslexia Screen Digital	
Check Total:							\$171.90				
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$26.99	100272	E 01 001 216 011 401 430	51 oz. Bulk 300 Pc. Dum Dum® Lollipops I	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$8.99	100272	E 01 001 216 011 401 430	14 oz. Jolly Ranchers® Classic Fruit Hard	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$36.99	100272	E 01 001 216 011 401 430	HERSHEY'S Miniatures Chocolate Candy ,	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$21.99	100272	E 01 001 216 011 401 430	Bulk Sticker Assortment - 1000 Pc. 10 Roll	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$20.99	100272	E 01 001 216 000 401 430	Primary Source Documents: Inventions the	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$21.98	100272	E 01 001 216 000 401 430	Color Your Own "All About the United Sta	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$5.98	100272	E 01 001 216 000 401 430	1 1/2" Who, What, Where, When, Why & H	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$41.94	100272	E 01 001 216 000 401 430	9 1/2" x 12" Writing Process Cardstock Po	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$10.99	100272	E 01 001 216 000 401 430	Plaid® Brown Nylon Paintbrushes - 10 Pc	
HOME	54438	CH	1	00282	OTC BRANDS INC	09/22/2026	\$5.00	100272	E 01 001 216 000 401 430	delivery	
Check Total:							\$201.84				
HOME	54439	CH	1	1925	PITNEY BOWES GLOBAL FINANCIAL SEF	09/22/2026	\$564.00	100336	E 01 005 110 000 000 370	Mailing System lease	
Check Total:							\$564.00				
HOME	54440	CH	1	1887	PITNEY BOWES PURCHASE POWER	09/22/2026	\$580.13	100340	E 01 005 110 000 000 329	Postage, Activity charge	
Check Total:							\$580.13				

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54441	CH	1	2196	RENCO PUBLISHING, INC.	09/22/2026	\$1,486.14	100302	E 01 005 110 000 000 380	advertising
Check Total:							\$1,486.14			
HOME	54442	CH	1	5364	SCOREVISION	09/22/2026	\$6,100.00	100338	E 01 005 292 965 000 305	Scorevision Annual Subscription
Check Total:							\$6,100.00			
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$10,000.00	100320	E 01 005 110 000 000 305	Business Management - Payroll/Finance
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$4,711.80	100323	E 01 005 110 000 000 316	RMIC Bus/SMART Systems
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$2,876.67	100323	E 01 005 865 000 352 305	EOHSM Program
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$2,769.46	100323	E 01 005 865 000 352 305	Health & Safety Management Assistance
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$2,860.60	100321	E 01 005 720 000 374 316	25-26 Student Support Aid for Coop - Nurs
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$7,125.22	100321	E 01 005 740 000 374 316	25-26 Student Support Aid for Coop - Soci
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$152.36	100324	E 01 005 760 000 723 360	DHH Building Identity Event
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$100.82	100322	E 01 005 404 000 740 396	Summer Occupational Therapy - L Neubau
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$34.28	100322	E 01 005 404 000 740 397	Summer Occupational Therapy - L Neubau
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$23.01	100322	E 01 005 404 000 740 366	Summer Occupational Therapy - L Neubau
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$122.10	100322	E 01 005 401 000 740 396	Summer SLP - L Buckley
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$41.51	100322	E 01 005 401 000 740 397	Summer SLP - L Buckley
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$21.04	100322	E 01 005 401 000 740 366	Summer SLP - L Buckley
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$10,072.25	100325	E 01 005 404 000 740 396	Occupational Therapy-Neubauer, Lara
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$13,698.00	100325	E 01 005 404 000 740 397	Occupational Therapy-Neubauer, Lara
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$3,159.29	100325	E 01 005 404 000 740 396	Physical Therapy-Flann, Erin
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$1,074.16	100325	E 01 005 404 000 740 397	Physical Therapy-Flann, Erin
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$585.30	100325	E 01 005 404 000 740 366	Physical Therapy-Flann, Erin
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$5,535.00	100325	E 01 005 420 000 740 396	School Psychologist J. Nelson
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$5,564.00	100325	E 01 005 420 000 740 397	School Psychologist J. Nelson
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$478.35	100325	E 01 005 408 000 740 396	Behavior Analyst - Salary - S. Kreuter
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$162.64	100325	E 01 005 408 000 740 397	Behavior Analyst - Benefits - S. Kreuter
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$671.51	100325	E 01 005 408 000 740 366	Behavior Analyst - Other - S. Kreuter
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$20,168.25	100325	E 01 005 401 000 740 396	Speech/Lang Patholigist - Salary - L Buckl
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$27,429.00	100325	E 01 005 401 000 740 397	Speech/Lang Patholigist - Benefits - L Buc
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$1,274.00	100325	E 01 005 405 000 740 396	Deaf/HOH - Salary - R Schultz
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$1,733.00	100325	E 01 005 405 000 740 397	Deaf/HOH - Benefits - R Schultz
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	(\$389.25)	100325	E 01 005 406 000 740 396	Visually Impaired - K Olson
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$265.00	100325	E 01 005 406 000 740 397	Visually Impaired - K Olson

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Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$4,570.79	100325	E 01 005 400 000 000 396	Mental Health Service - A. Meyer
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$1,554.07	100325	E 01 005 400 000 000 397	Mental Health Service - A. Meyer
HOME	54443	CH	1	00113	SW/WC SERVICE COOP	09/22/2026	\$2,625.14	100325	E 01 005 400 000 000 366	Mental Health Service - A. Meyer
Check Total:							\$131,069.37			
HOME	54444	CH	1	3282	THE MCDOWELL AGENCY, INC	09/22/2026	\$485.90	100295	E 01 005 110 000 000 305	Background checks
Check Total:							\$485.90			
HOME	54445	CH	1	2825	WEST CENTRAL CONFERENCE	09/22/2026	\$1,200.00	100301	E 01 020 292 969 000 820	Conference Annual Dues
Check Total:							\$1,200.00			
HOME	54446	CH	1	6259	Dakota Krumrey	09/22/2026	\$140.00	100343	E 01 020 296 978 000 305	9/22 Volleyball Official
Check Total:							\$140.00			
HOME	54447	CH	1	5516	ERIC ASCHE	09/22/2026	\$150.00	100345	E 01 020 294 973 000 305	9/25 Football
Check Total:							\$150.00			
HOME	54448	CH	1	5393	MARK EKREN	09/22/2026	\$150.00	100344	E 01 020 294 973 000 305	9/25 Football
Check Total:							\$150.00			
HOME	54449	CH	1	4397	PAUL RETTMANN	09/22/2026	\$140.00	100342	E 01 020 296 978 000 305	9/22 Volleyball Official
Check Total:							\$140.00			
HOME	54450	CH	1	5515	RYAN MOGARD	09/22/2026	\$150.00	100347	E 01 020 294 973 000 305	9/25 Football
Check Total:							\$150.00			
HOME	54451	CH	1	5794	Tanner Pricht	09/22/2026	\$150.00	100348	E 01 020 294 973 000 305	9/25 Football
Check Total:							\$150.00			
HOME	54452	CH	1	5890	Tim Grove	09/22/2026	\$150.00	100346	E 01 020 294 973 000 305	9/25 Football
Check Total:							\$150.00			
HOME	54453	CH	1	6373	Arrowhead Regional Computing Consorti	09/23/2026	\$5,418.00	100354	E 01 005 108 405 000 405	Infinite Campus Support
Check Total:							\$5,418.00			
HOME	54454	CH	1	3766	FRONTLINE TECHNOLOGIES GROUP LLC	09/23/2026	\$5,428.32	100350	E 01 005 110 000 000 305	Recruiting and Hiring Solution
Check Total:							\$5,428.32			
HOME	54455	CH	1	6371	TMB Volleyball	09/23/2026	\$75.00	100349	E 01 020 296 978 000 369	9/19 Volleyball
Check Total:							\$75.00			
Bank HOME Total:							\$402,655.04			
REFC	5364	CH	1	6193	Commercial Drywall, Inc.	09/18/2026	\$91,842.49	100308	E 06 005 870 000 000 530	BOLD BP02 Olivia and Bird Island Additon
Check Total:							\$91,842.49			

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Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

						Pay/Void						
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description		
REFC	5365	CH	1	5463	DUININCK INC. - MN	09/18/2026	\$64,446.55	100315	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Addition	
Check Total:							\$64,446.55					
REFC	5366	CH	1	6167	FORD METRO , Inc.	09/18/2026	\$7,813.75	100307	E 06 005 870 000 000 305	BOLD	BP02 Olivia and BI Additions and Re	
Check Total:							\$7,813.75					
REFC	5367	CH	1	1962	INNOVATIVE OFFICE SOLUTIONS LLC	09/18/2026	\$96,964.12	100318	E 06 005 870 000 000 530	Furniture: New Construction		
Check Total:							\$96,964.12					
REFC	5368	CH	1	6225	Jackson & Associates, LLC	09/18/2026	\$346,923.39	100306	E 06 005 870 000 000 305	(3)BOLD	BP02 Olivia and BI Additions	
Check Total:							\$346,923.39					
REFC	5369	CH	1	6210	Lakeside Construction& Masonry	09/18/2026	\$123,947.45	100305	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Addition	
Check Total:							\$123,947.45					
REFC	5370	CH	1	6316	Landwehr Construction, Onc.	09/18/2026	\$146,177.49	100303	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Addition	
Check Total:							\$146,177.49					
REFC	5371	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	09/18/2026	\$66,338.50	100311	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Addition	
Check Total:							\$66,338.50					
REFC	5372	CH	1	5040	MCDOWALL COMPANY	09/18/2026	\$91,897.30	100312	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Addition	
Check Total:							\$91,897.30					
REFC	5373	CH	1	6054	Nexus Solutions LLc	09/18/2026	\$158,274.19	100317	E 06 005 870 000 000 305	Project Development, Program Managemer		
Check Total:							\$158,274.19					
REFC	5374	CH	1	6237	Northland Glass & Glazing	09/18/2026	\$59,821.50	100316	E 06 005 870 000 000 305	BOLD	BP03- Olivia Exterior Building Improv	
Check Total:							\$59,821.50					
REFC	5375	CH	1	3995	RAPIDS FOODSERVICE CONTRACT & DE	09/18/2026	\$23,570.45	100310	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Addition	
Check Total:							\$23,570.45					
REFC	5376	CH	1	6118	Robert W. Carlstrom Co., Inc	09/18/2026	\$342,097.37	100304	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Additon:	
Check Total:							\$342,097.37					
REFC	5377	CH	1	6223	St. Cloud Acoustics	09/18/2026	\$83,259.89	100309	E 06 005 870 000 000 305	BOLD	BP02 Olivia and Bird Island Additior	
Check Total:							\$83,259.89					
REFC	5378	CH	1	6356	Terrazzo	09/18/2026	\$17,000.00	100319	E 06 005 870 000 000 305	Terrazzo patching as per email with Nexu:		
Check Total:							\$17,000.00					
REFC	5379	CH	1	6189	UHL Company	09/18/2026	\$44,001.15	100313	E 06 005 870 000 000 305	BOLD	School	
Check Total:							\$44,001.15					

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

						Pay/Void				
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
REFC	5380	CH	1	6166	WILLMAR ELECTRIC	09/18/2026	\$184,527.02	100314	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior

Check Total: \$184,527.02

Bank REFC Total: \$1,948,902.61

Report Total: \$2,351,557.65

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	00219	MARCO TECHNOLOGIES LLC	08/21/2026	\$2,117.05	100067	E 01 005 110 000 000 560	contract payment - June 2026
HOME		NX	1	6074	Baker Tilly Muncipal Advisors, LLC	08/21/2026	\$5,775.00	100075	E 06 005 870 000 000 305	BOLD Monitoring Bond- Project Monitoring
HOME		NX	1	6232	Liberty Mutual Insurance	08/21/2026	\$137,381.00	100063	E 01 005 940 000 000 340	Annual Insurance Policy
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	08/28/2026	\$332.50	100134	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	08/28/2026	\$687.38	100139	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	08/28/2026	\$904.18	100135	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	08/28/2026	\$478.57	100135	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	08/28/2026	\$2,366.09	100133	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	08/28/2026	\$908.23	100142	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	08/28/2026	\$116.68	100136	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	08/28/2026	\$17,135.52	100137	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	08/28/2026	\$6,747.02	100138	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3095	MN DEPT. OF REVENUE	08/28/2026	\$4,145.91	100141	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	08/28/2026	\$22,227.72	100143	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	1677	AMERICAN FUNDS GROUP	08/28/2026	\$479.17	100148	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	08/28/2026	\$6,473.15	100154	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	09/15/2026	\$332.50	100233	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	09/15/2026	\$687.54	100238	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	09/15/2026	\$904.18	100234	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	09/15/2026	\$479.21	100234	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	09/15/2026	\$2,695.89	100232	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	09/15/2026	\$333.38	100242	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	09/15/2026	\$116.68	100235	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	6330	MedSurety	09/15/2026	\$1,880.91	100239	B 01 215 028	Payroll Deductions - HSA
HOME		NX	1	6330	MedSurety	09/15/2026	\$345.83	100239	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	09/15/2026	\$26,657.56	100236	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	09/15/2026	\$10,799.25	100237	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	09/15/2026	\$3,393.34	100240	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	09/15/2026	\$6,433.47	100241	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	09/15/2026	\$27,903.76	100243	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	2390	CENTERPOINT ENERGY	08/31/2026	\$252.90	100360	E 01 020 810 000 000 331	Fuel for Buildings
HOME		NX	1	5554	MN Public Employees Insurance Program	08/31/2026	\$42,845.10	100359	B 01 215 030	BCBS-Payroll Deductions
HOME		NX	1	5933	CENTURYLINK	08/31/2026	\$256.95	100357	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	5933	CENTURYLINK	08/31/2026	\$211.07	100356	E 01 020 810 000 000 320	Communications/Phone

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Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	6061	Granite Telecommunications, LLC	08/31/2026	\$171.69	100358	E 01 020 810 000 000 320	communications
HOME		NX	1	6074	Baker Tilly Muncipal Advisors, LLC	08/31/2026	\$1,732.50	100130	E 06 005 870 000 000 305	LTFM Municipal Advisory
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	08/31/2026	(\$383.60)	100031	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	08/31/2026	\$3,051.97	100150	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	08/31/2026	\$0.00	100000	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	08/31/2026	\$9,682.98	100149	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	08/31/2026	\$2,975.81	100152	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	08/31/2026	(\$355.25)	100032	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	08/31/2026	(\$55.77)	100033	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3095	MN DEPT. OF REVENUE	08/31/2026	\$0.00	100001	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3095	MN DEPT. OF REVENUE	08/31/2026	\$2,056.01	100153	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	08/31/2026	(\$339.73)	99999	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	08/31/2026	(\$147.70)	100005	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	08/31/2026	\$4,609.15	100026	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	2812	HOMETOWN BANK	08/31/2026	\$244.94	100365	E 01 005 110 000 000 305	Merch Bank Billing
HOME		NX	1	6287	Red Rover Technologies	08/31/2026	\$7,100.00	100355	E 01 005 110 000 000 305	Absense Management & Hiring
HOME		NX	1	6325	MN PFML	08/31/2026	\$336.85	100362	B 01 215 045	MN PFML Premiums
HOME		NX	1	6330	MedSurety	08/31/2026	\$145.00	100361	E 01 005 110 000 000 305	Monthly admin fees
HOME		NX	1	6330	MedSurety	08/31/2026	\$1,647.91	100361	B 01 215 028	HSA Funding
HOME		NX	1	6330	MedSurety	08/31/2026	\$250.00	100361	B 01 215 096	FSA Funding
HOME		NX	1	6330	MedSurety	08/31/2026	\$1,647.91	100361	B 01 215 028	HSA Funding
HOME		NX	1	6333	Metropolitan Life Insurance Co - PFML	08/31/2026	\$3,499.85	100363	B 01 215 045	MN PFML Premiums
HOME		NX	1	6345	ICW Group	08/31/2026	\$3,137.00	100364	E 01 005 930 000 000 270	Worker's Comp 5000071856
HOME		NX	1	00064	BREMER BANK, NA10	08/31/2026	\$30.00	100367	E 01 005 110 000 000 305	ACH Billing
HOME		NX	1	6307	US Bank	08/31/2026	\$1,087.63	100366	E 01 005 640 000 316 366	Staff development registration and lodging
HOME		NX	1	6307	US Bank	08/31/2026	\$49.00	100366	E 01 005 110 000 000 820	PDF Sub
HOME		NX	1	6307	US Bank	08/31/2026	\$2,705.00	100366	E 01 020 298 955 000 401	Theater fees
HOME		NX	1	6307	US Bank	08/31/2026	\$1.95	100366	E 01 005 110 000 000 305	Postage
HOME		NX	1	6307	US Bank	08/31/2026	\$51.97	100366	E 01 015 216 000 863 430	Migrant program supplies
HOME		NX	1	6307	US Bank	08/31/2026	\$11.27	100366	E 01 015 216 000 863 430	Migrant program supplies
HOME		NX	1	6307	US Bank	08/31/2026	\$302.05	100366	E 01 015 216 000 863 369	Migrant program student entry fees
HOME		NX	1	6307	US Bank	08/31/2026	\$67.29	100366	E 02 005 770 000 709 490	B&D - food service
HOME		NX	1	6307	US Bank	08/31/2026	\$3,587.50	100366	E 01 020 294 973 000 305	GameStrat - football - booster donation

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 8/21/2026-9/24/2026

						Pay/Void				
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	6307	US Bank	08/31/2026	\$49.95	100366	E 01 005 110 000 000 820	Fee - disputed

Check Total: \$383,755.82

Bank HOME Total:

\$383,755.82

Report Total:

\$383,755.82

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Referendum Construction Cash Balance
8/31/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$3,829,943.19)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$4,126,041.65
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$8,143,378.08

Construction Balance \$8,439,476.54

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Operating Cash Balance
8/31/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Citizens Alliance Bank, Lake Lillian Branch	I S D #2534 Bold Public School	Money Market - MMDA	471224	0.70%	\$257,911.00
		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%	\$10,357.76
		Lentz Music Department	2426	3.04%	\$8,143.79
		Lentz Scholarships	2440	3.04%	\$31,620.96
		Money Market	202000939	0.25%	\$2,041,135.73
		IntraFi Cash for premium checking	282	3.00%	\$2,781,728.53
		Value Checking (Petty Cash)	2300846	0.00%	\$300.78
		Premium Checking	2701282	3.04%	\$107,529.40
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,447.93
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,646.78
		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%	\$5,271.92
		Robertson Scholarship CD	20271	1.77%	\$5,000.00
Frandsen Financial Corporation, BI	ISD #2534	Sheila Madsen Mem. Scholarship 12 Mo. CD	111690	0.50%	\$819.28
Total Cash Deposits					\$5,397,935.82

Fund Summary:

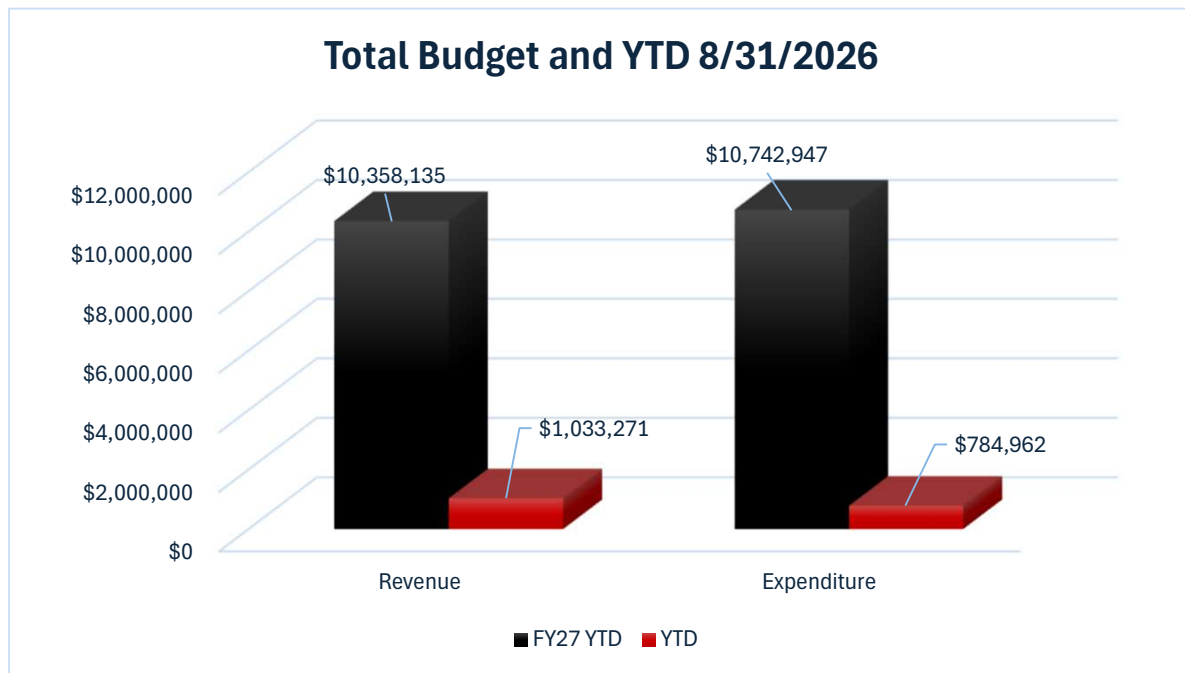
District Funds	\$ 5,191,100.92
Trust Funds	<u>\$ 206,834.90</u>
Total	<u>\$ 5,397,935.82</u>

BOLD ISD #2534

Monthly Operating Budget Report August 31, 2026

	<u>Revenue</u>		<u>Expense</u>	
FY27 Original	\$10,358,135		\$10,742,947	
Month Ending:		% of Total FY26 ORIG		% of Total FY26 ORIG
7/31/2026*	\$61,653	0.6%	\$365,615	3.4%
8/31/2026*	\$971,618	9.4%	\$419,347	3.9%
9/30/2026	\$0	0.0%	\$0	0.0%
10/31/2026	\$0	0.0%	\$0	0.0%
11/30/2026	\$0	0.0%	\$0	0.0%
12/31/2026	\$0	0.0%	\$0	0.0%
1/31/2027	\$0	0.0%	\$0	0.0%
2/28/2027	\$0	0.0%	\$0	0.0%
3/31/2027	\$0	0.0%	\$0	0.0%
4/30/2027	\$0	0.0%	\$0	0.0%
5/31/2027	\$0	0.0%	\$0	0.0%
6/30/2027*	\$0	0.0%	\$0	0.0%
Total YTD	\$1,033,271	10.0%	\$784,962	7.31%

* subject to change pending year end adjustments - NOT FINAL





BOLD Public Schools

CONSTRUCTION UPDATE | September 28, 2026

BOLD SCHOOL

nexus
SOLUTIONS®



CONSTRUCTION UPDATE | September 28, 2026

Bird Island Renovations



REMODEL & DEMO AREAS

Ongoing Work

- › Footings and foundation for vestibules

Up Next

- › Walls for vestibules
- › Exterior wall work for metal panel system



CONSTRUCTION UPDATE | September 28, 2026

Olivia Renovations

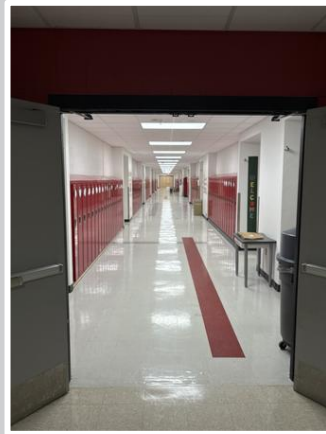
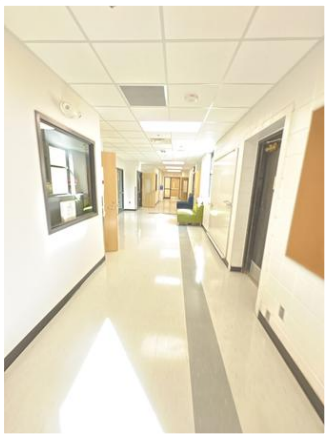
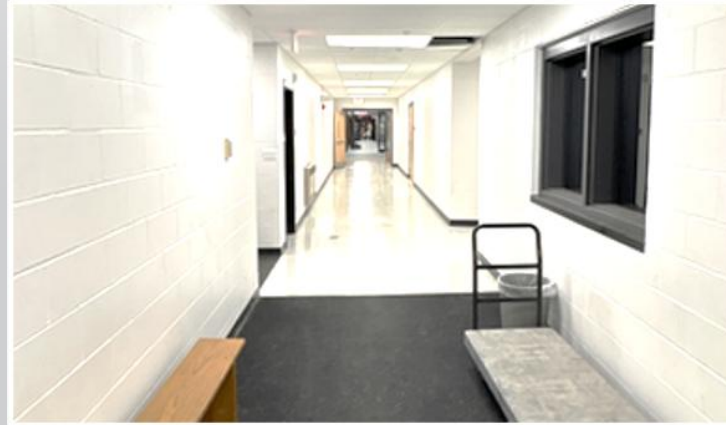
Summer Slam '26

AREA B/C – Open Items

- › Water brought to science by first week in October
- › HVAC brought to upstairs and band
- › Punch list items

AREA E/F/H – Open Items

- › Fix around doors in area H
- › Spheres, landscaping at front entrance
- › ACCU fix for Area H
- › Punch list items





CONSTRUCTION UPDATE | September 28, 2026

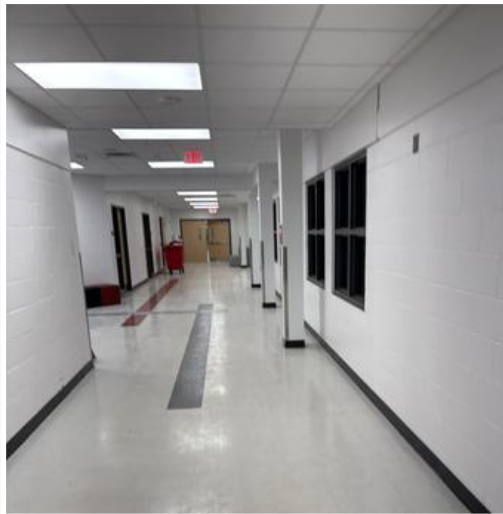
Olivia Renovations



Summer Slam '26

AREA E/F/H – Open Items

- › Fix around doors in area H
- › Spheres, landscaping at front entrance
- › ACCU fix for Area H
- › Punch list items

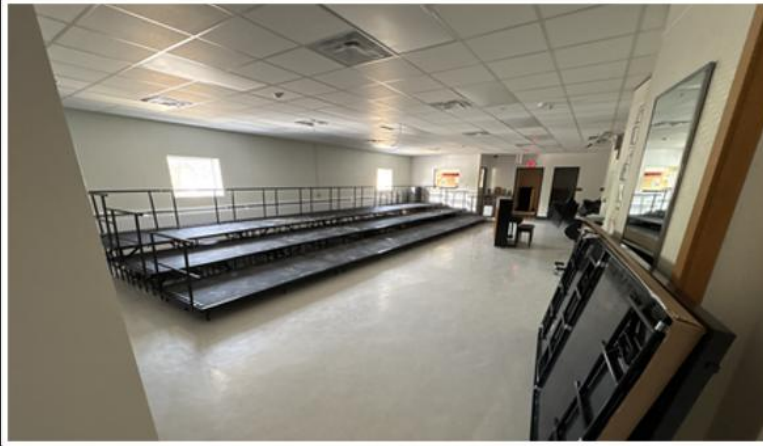




CONSTRUCTION UPDATE | September 28, 2026

Olivia Renovations: **Area B/C Before & After**

BEFORE



AFTER





CONSTRUCTION UPDATE | September 28, 2026

Olivia Renovations: **Area B/C Before & After**

BEFORE



AFTER





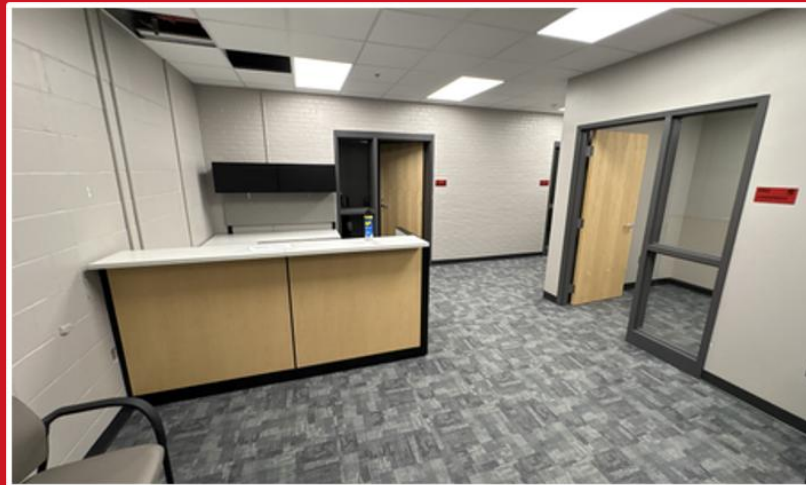
CONSTRUCTION UPDATE | September 28, 2026

Olivia Renovations: **Area E/F/H Before & After**

BEFORE



AFTER

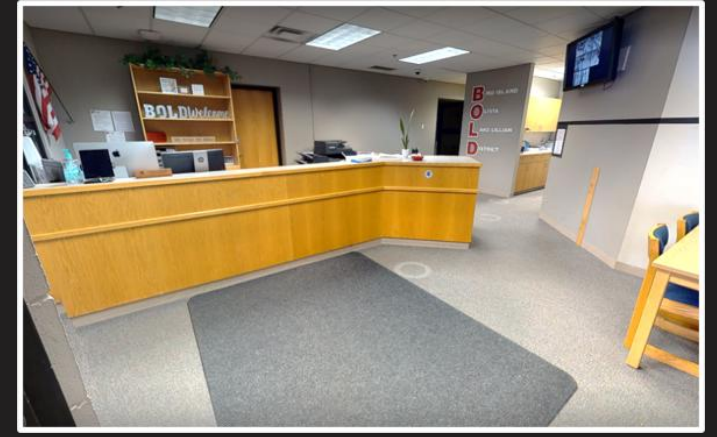
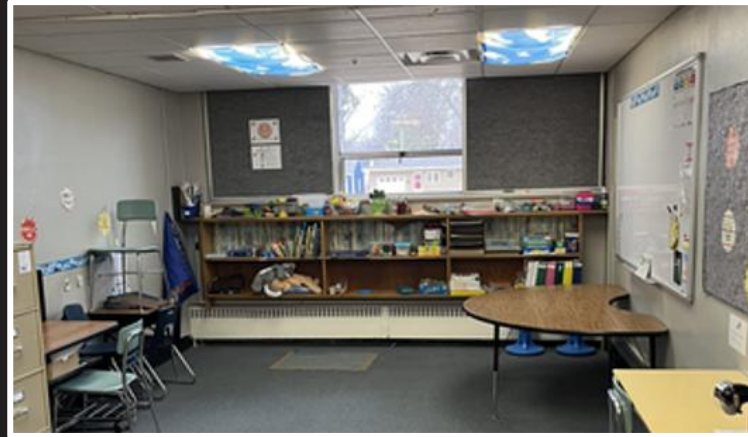
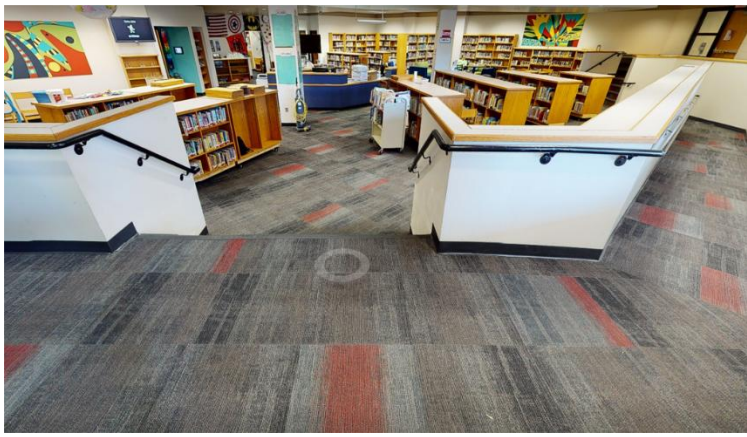




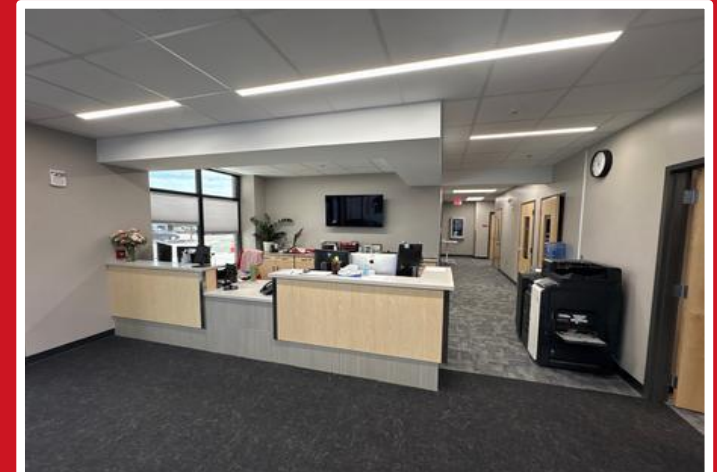
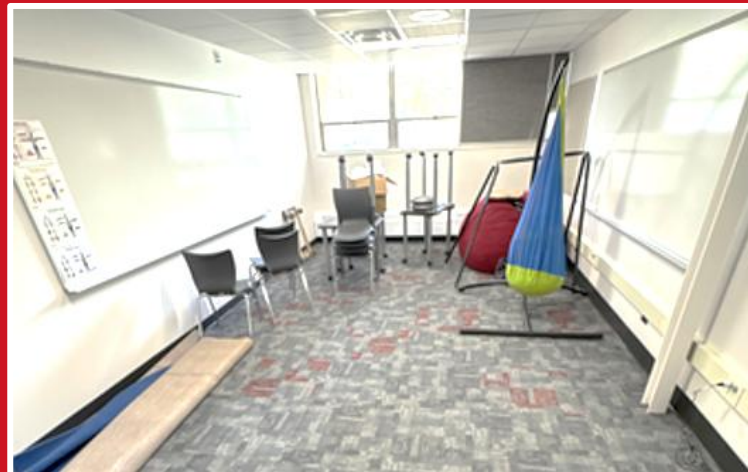
CONSTRUCTION UPDATE | September 28, 2026

Olivia Renovations: **Area E/F/H Before & After**

BEFORE



AFTER





CONSTRUCTION UPDATE | September 28, 2026

Olivia Renovations

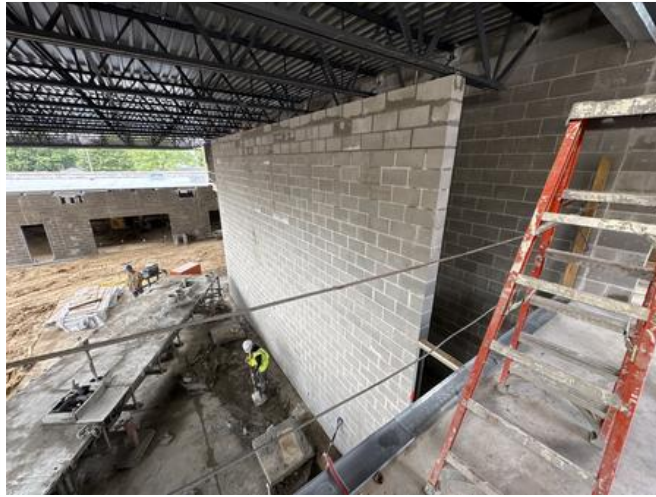
1922 BUILDING DEMO & ADDITION

AREA D – Ongoing Work

- › Steel and roof work (wrap up)
- › Underground work in Kitchen
- › HVAC in mezzanine for circulating air/heat upstairs to science and band
- › Masonry and brick at West opening

AREA D – Up Next

- › Clerestory and kitchen windows (possibly all)
- › Underground work



Superintendent Board Report
BOLD Public Schools
September 28, 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:**

- Kitchen crew
 - Health inspector Ben
- People in the community offering to help with solutions
- Nexus for working with us to find solutions

- **General Updates:**

- Getting the BOLD Literary Club back up and running
-

- **Legislative Updates:**

- Permanent School Fund Amendment
 - Vote yes to increase payouts from 2.5% to 4.5%
 - Does not raise property or income taxes
 - Leaving the question blank on the ballot will be counted as a “no” vote

- **Facilities Updates:**

- Construction
 - See attached documents
 - Construction progress
 - Bird Island building demo
 - Area E to be finished soon
 - expenditures/balance
 - Nexus is putting together a timeline of events to explain to the public how we ended up not having lunch on Sept. 15th.
 - Gym floor is going in

- Received rebates for school lighting retrofit: Olivia 17K and BI 6K

- **Community Engagement**

- The Register
 - Red Kingdom Article
- The Learning Funhouse Open House
- Bird Island City Council Meeting
- Olivia City Council Meeting

BOLD Elementary School Board Reports

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.

September 2026

ACHIEVEMENT & OPPORTUNITY GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.	Responsive Classroom Commitments The teachers have committed to two practices within the Responsive Classroom Approach: Morning Meeting and the use of Energizers - Morning Meetings (Greeting, Sharing, Group activity, and Morning message) build community, support academic mindset and behavior, merge social, emotional, and academic learning, foster emotional safety and trust, and create a space for joy and shared moments - Energizers We will continue to revisit these topics and monitor the effects. Fastbridge Testing is underway - There were a couple of changes that came down from the state for this year's testing. - We will have grade-level data meetings after testing is complete; instructional plans will be made Capti Read Basix - Gr. 4-12; all students this fall - Instructional and Intervention plans will be made after testing is complete. Reading MCA test scores have not been released by the state yet.
RECRUITMENT & RETENTION GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.	Mentoring Roundtables - 4th Monday of every month - Topics will vary; all staff members are welcome to join; new teachers are required to attend Continuous Improvement Plan Focus on Foundational Skills (UFLI & Functional Morphology) as part of our School-Wide Tier 1 Literacy Implementation Plan. One of the RLN's literacy coaches will be here to facilitate a 4-Cycle Walkthrough Model.
SAFETY & WELLNESS GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.	"Lunchroom" Students are adjusting to the change in location and navigating the hallways well

ENROLLMENT

Grade	AUG	SEPT
K		36
1		34
2		46
3		31
4		45
5		60
6		36
ELEM TOTAL	0	288

BOLD 7–12

Board Report — September 2026

THIS MONTH AT A GLANCE

CELEBRATE The high school staff has completed READ Act requirements — a huge accomplishment.	WATCH Ongoing facilities challenges continue to wear on both staff and students as we head into another year of construction.	AHEAD Homecoming week runs October 5–9, alongside several experiential learning events for students.
--	---	--

ACADEMICS & ACHIEVEMENT

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

- Students have several experiential learning opportunities coming up. On September 25, motivational speaker Reggie Dabbs visited our school, and our junior class had the opportunity to learn from and create with Lakota artist John Sterner. On October 1, 10th graders will attend a Rally the Region event to hear speaker Mark Perna talk about careers and opportunities. On October 6, grades 9–12 will attend a motivational speaking event featuring Kyle Quilausing, hosted by Renville County at the RCW school.
- Homecoming week runs October 5–9. The homecoming dance will be held October 3 in the Bird Island gym. Coronation will take place at 12:15 on October 5 in the stadium, and the Powderpuff game and pep rally will be held on the 9th, also in the stadium. Hoping for good weather!
- All classes are in full swing, and we've worked out most of the logistical kinks now that we have completed week two!
- Nick Strandberg received a \$1,800.00 grant for instruments, repairs, accessories, and transportation to senior living facilities for our students to perform. This is a great opportunity to connect school and community!

STAFF & RECRUITMENT

Goal: Build an environment in which our employees thrive; hire, train, and retain high-quality staff.

- The majority of our high school staff has now completed the requirements for the READ Act — a huge accomplishment for the team.
- High school staff also spent two days training with Teton Science Schools on place-based education. Teachers were highly engaged throughout, and several said it was the best training they had ever attended. We spent our time identifying ways to connect the school with the community, built a community asset map, and designed several lessons that tie real-world learning to our community. It was incredibly exciting to see the staff's enthusiasm as they dove into their learning, and we'll continue working with Teton Science Schools throughout the remainder of the year.
- I attended the first MACTA Fellowship meeting on September 17. This work has already proven informative and beneficial. On September 29, I will be attending the Rally the Region event in Marshall to hear speaker Mark Perna. On October 1, I will be in Marshall at the annual 504 Law training.

FACILITIES & OPERATIONS

Goal: Build a facilities plan to maintain and enhance our educational and technological infrastructure.

- I know I probably say this every month, but the ongoing facilities challenges are taking a heavy toll on staff. Last year was a very long year, with several promises made that didn't happen, and while we know this is outside our control, that doesn't lessen the toll it's taking. It's hard to stay upbeat when we have no idea when we'll have our school back. I've had a chance to talk with several students so far this year, and they are weary and struggling with the ongoing construction as well. They've given up a lot over the last two years, and going into one more year of this is taking a toll. They understand there's not much we can control right now, but it's still wearing on them.

BY THE NUMBERS

Enrollment is still fluctuating in these first weeks of the year. We currently have more incoming students than outgoing.

Metric	Count
Incoming students	19
Outgoing students	13
Outgoing graduating class (2026)	48
Incoming 7th grade class	37

Of the 13 outgoing students: one left to attend a Christian school, four transferred to RCW, two transferred to an area learning center, one returned to their home district, two had their open enrollments discontinued, one is participating in a foreign exchange program, one enrolled online, and one moved outside the district. Separately, three foreign exchange students from last year are not included in these outgoing totals.

LOOKING AHEAD

- October 1 — Rally the Region event (10th grade)
- October 3 — Homecoming dance, Bird Island gym
- October 5 — Homecoming coronation, 12:15 p.m., stadium
- October 5–9 — Homecoming week
- October 6 — Kyle Quilausing motivational speaking event (grades 9–12), hosted by Renville County at RCW
- October 9 — Powderpuff football game and pep rally, stadium
- October 15–16 — MEA Break

REPORTS

[Enrollment](#)

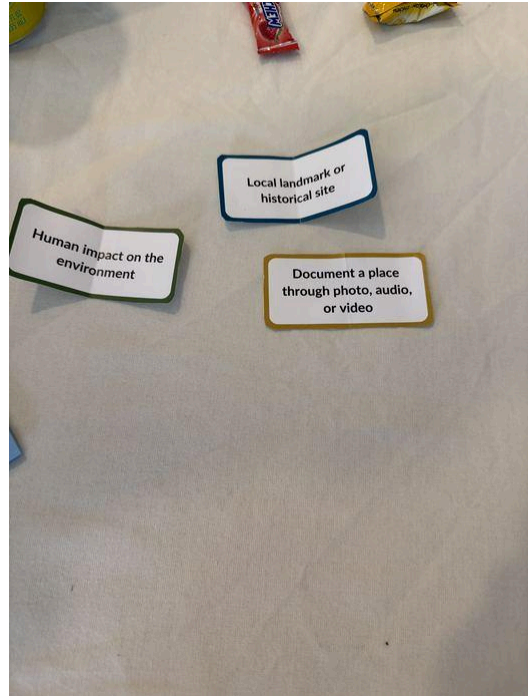
[Attendance and Behaviors](#)

PHOTO HIGHLIGHTS

Teton Science Schools Training



Staff icebreaker on the patio ahead of the training.



Place-based education prompt cards used to spark lesson ideas.



Another round of the training icebreaker.



Staff working through prompt cards together.



Creating place-based lessons.



More icebreaker fun before the group work.



Small-group discussion using the prompt cards.

Kickoff to the New Year



Students gathered in the stadium for the opening kickoff of the new school year.

BOLD ACTIVITIES REPORT – 9/28/26

1. OLIVIA GYM FLOOR UNDERWAY

- A. The construction on the gym floor in Olivia has begun. We have the layout designed and we received \$2,000 in donations to expand the size of the logo at center court. The other upgrade, for the stained volleyball court, which will cost \$4,000 will come from the BOLD Activities Account if we do not find another donor.
- B. We hope the gym floor will be functional for use by the time students return from MEA break.
 - i. BOLD will want to consider the purchase of a cover system for the floor so we don't do damage to it when we host dances, concerts, graduation, etc. The cover system would cost upwards of \$10,000, but it is a sound investment when you consider the years of life it can extend for the floor.
 - 1. We don't have a cover system for Bird Island because we only cover that once per year for the musical, and our former head custodians preferred to layout existing masonite tiles instead of the floor cover. The masonite is laid out prior to the musical and picked up and stored once that is complete.
- C. [Olivia Gym Floor Layout](#)

2. STUDENT SECTION LEADERS

- A. Our student section leaders chose themes for the fall home games and made a cheer video that was shared with all students to make our student section as inclusive as we possibly can.
 - i. [Red Kingdom Cheer Video](#)
- B. These 8 students were invited to represent BOLD at the West Central Conference's Leadership Day in Sauk Centre on September 17. The 6 that chose to attend had a positive experience that they can bring back to BOLD's student section and to their sports programs where they are involved.
 - i. The West Central Conference is going to have coaches vote on a sportsmanship award amongst the 7 schools that will be awarded as a travelling banner at the end of the 26-27 school year. All of our students, coaches, athletes, and fans will contribute to this award.
- C. Our first, home volleyball game was too quiet, but after some prompting and encouragement to our student section leaders, our second home game was much better. We had positive cheers going and good energy amongst the kids in the student section. I am very excited to see where this can go as we continue and expand the program.

3. BOUND SOFTWARE

- A. Our move to BOUND has been very successful so far.
 - i. Ticketing: We have been using digital ticketing for three events. At our first home football game, we had an issue with the WiFi access on our credit card readers, but we have added a data plan to those for the fall that will cost us a total of \$40 (\$10/reader/month). We may leave

that on through the winter as Wifi can be an issue while we have construction going on, but in the future we will only need that when we have tickets, outdoor events (Football, WCC Track, Section Baseball or Softball games). Brittany and I now know how to change the readers from Wifi only to data plans, so we can do this as needed throughout the year.

- ii. Registration: Funneling our families through digital payments online through on BOUND was much smoother than last year on Arbiter. We had fewer parent calls/concerns, and no issues with fees and family maxes this year.
- iii. Communication: Communication with parents through BOUND has been a major asset as we can talk to participants and parents without having to send extra messages to other families that will be a waste of their time.
- iv. BOLD Coaches: Our coaches are still learning BOUND. I created 6 video demonstrations that show our coaches how to edit their roster, reserve practice facilities, add game results/stats, communicate with their team, etc. I think this will allow for better communication and publication of what we are doing in our teams, and take some burden off of the Activities Office to deal with some day-to-day functions of our programs.
- v. Facilities: We are getting our facility users set up on BOUND. Jessica Aaseth and BOLD Community Education have already made several reservations, and we have approved rentals for BOLD Youth Wrestling. We have our entire practice schedules on BOUND for varsity and JH sports that are accessible by parents, and this allows renters to come in and request spaces that are still available. There will be a learning curve here for a number of people, especially as we get into youth basketball requests for facilities. We will continue to learn and improve use of this software throughout the school year.

Community Ed - Board Report

September 2026

Fall Program Updates

Youth Programs

- Youth Volleyball Camp Started (Grades 3–6): Four sessions scheduled, with participants preparing for a varsity volleyball performance on October 6.
- Youth Flag Football Started (Grades K–6): Four Saturday sessions which began on September 19, with a halftime performance scheduled for October 15.
- 5th & 6th Grade Tackle Football: Season underway, with teams participating in the 212 Youth Football League.

Adult Programs

- Women's Strength, Mobility & Balance: Fall sessions are underway, with the class reaching its maximum enrollment of 15 participants.
- Women's Sunday Night Volleyball: This program was canceled due to low enrollment, with only three participants registered.

Upcoming Programs & Activities

- Youth STEM Camp: October 19–22 | Grades 3–6 | Class is full
- Youth Arts & Crafts: October 19, 26 and November 2, 9 | Grades K–6. Class is full.
- Morning Pickleball & Walking: Starts in November
- Men's Morning Basketball: Starts in November
- Youth Basketball Clinic & 4-H Programs (4H Clover Adventures & Robolab): Start in October & November.

Community Education Advisory Council

The Community Education Advisory Council is preparing for its first quarterly meeting of the 2026–2027 school year. The first meeting will be held in person, with subsequent meetings taking place virtually.

The council provides an opportunity for community members to share feedback, identify programming needs, and help guide the continued development of BOLD Community Education.

BOLD Community Pool Update – September, 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.
- Working on some long term maintenance lists.

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
- **Private Lessons** are happening in September
- **Scheduled Lifeguarding Training** over MEA Break
- **Scheduled a Daytime Water Exercise** starting in October

Ongoing and other Programming – September and beyond

- **Adult Lap Swim (AM)**: Mondays, Wednesdays, and Fridays
- **Water Exercise & Evening Lap Swim**: Mondays and Wednesdays
- **Orca's** started in September
- Schedule change for 5th/6th grade gym class will influence our schedule this fall and winter
- We are hoping to increase the number of 7th grade - beyond swimming days this year
-

Stay Connected

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

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

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

Tracey Johnson Pool Coordinator, BOLD Community Pool

 Tracey.johnson@bold.k12.mn.us

 320-523-1031 ext. 3152

Dashir Management Services, Inc.

www.dashirmanagement.com

BOLD Public School

September 2026

Custodial / Maintenance Report

Personnel Information

We have hired one full time night shift person. Currently looking for another night shift and a maintenance/custodian position. With interviews to follow.

Training Conducted

- ☐ This month's OSHA required safety training being completed by our staff through Vector Safe Schools is –confined spaces.
- ☐ Other training that will be conducted at the end of the month will be on safety awareness in the workplace.

Inspections

- ☐ Began regular cleaning inspections in September.
- ☐ Currently working on putting a preventative maintenance program in place.

Progress on Projects

- ☐ Nichole Baumgartner had a window break over the summer. A new one is here and getting installed.
- ☐ Adjusting the height on multiple desks for students.
- ☐ White boards/cork boards being hung for teachers and staff lounge.
- ☐ We are continuing to look at changing HVAC unit filters on a more regular basis to increase heating/cooling efficiency.

Comments

Please feel free to reach out with any questions or concerns.

Respectfully Submitted,

Derrick Lothert
Facility Manager

Facilities Committee Agenda
Wednesday, Sept. 2, 2026
District Office Conference Room
4-5 pm
[GoogleMeet Link](#)

- **Information Items:**

- Construction Update
 - Kitchen arrives Thursday
 - Power hook up on 9/8
 - North end classrooms still need work and cleaning
 - Water not hooked up
 - Gym floor work starting this week to 1st or 2nd week in Oct.
 - DO almost finished
 - No water in bathroom
 - Locker rooms to be ready for use by Friday's football game
- Facilities Update
 - Derrick mentioned that Dashir is still trying to hire one more night manager and a maintenance person.

- **Discussion Items:**

-

- **Action Items:**

Finance Committee Meeting Agenda
District Office Conference Room
September 9, 2026
4-5 pm

[GoogleMeet](#)

- **Information Items:**

- Nexus Update
 - Contingency balance
 - 211K
- Budget Update
 - \$4k added to FLR expense due to the necessity of adding a manufacturer backed vapor retarder at .60 per sq. ft.

- **Discussion Items:**

- 5th grade teacher
- Superior asking for 171 days
- 4 day week
 - Application due April 2nd
- Upcoming Admin. Contracts

- **Action Items:**

CTE Advisory Committee

Working Session

August 26, 2026 | 3:15 PM | BOLD K–12 Office Conference Room

Melissa Hoffman Bodin, Ed.D. | 7–12 Principal, BOLD Public Schools (ISD #2534)

This is a working session — not a presentation. Come ready to think, question, and decide.

Today's Agenda

01

3:15

Welcome & Introductions

02

Meet Our CTE Teachers

03

Where BOLD Stands Today — CTE Program Overview

04

FACS Program — Update & Discussion

05

Professional Development & Partnership Investments

06

Advisory Committee — Who Should Be On It?

07

Decisions, Next Steps & Meeting Check

Meet Our CTE Teachers

02

The educators who deliver BOLD's CTE programming every day.

Rob Vanderhagen

Industrial Technology

Photo

Courses

- Welding
- Carpentry
- Small Engines
- Advanced Small Engines
- Automotive Tech

Automotive Tech is new this year!

Andi Christianson

Agriculture

Photo

Courses

- Intro to Agronomy
- Plant & Soil Science
- Wildlife, Fisheries, and Ecology
- Nursery & Landscape
- Ag Leadership

Dual credit through Ridgewater (Intro to Agronomy ★)

Karley Mills

Agriculture

Photo

Courses

- Intro to Agriculture
- Animal Science
- Ag Leadership
- Ag 7

Collaborates with Andi on the comprehensive ag pathway

Where BOLD Stands Today

03

CTE courses mapped to MN Career Fields & Clusters (MDE/MN State, Updated 2026)

Agriculture	Adv. Manufacturing & Construction	Marketing / Mgmt & Entrepreneurship	Healthcare / Human Services / Education	Digital Technology	Hospitality / Arts & Design
<i>MN Field: Cultivating Resources</i>	<i>MN Field: Building & Moving</i>	<i>MN Field: Investing in the Future</i>	<i>MN Field: Caring for Communities</i>	<i>MN Field: Investing in the Future</i>	<i>MN Field: Creating & Experiencing</i>
• Intro to Agriculture • Plant & Soil Science • Animal Science • Fish & Wildlife • Intro to Agronomy ★ • Food Science • Ag Leadership • Nursery & Landscape	• Welding • Carpentry • Small Engines • Adv. Small Engines • Automotive Tech • Advanced Shop • CDL Classroom	• Sports Marketing & Mgmt • Personal Finance • Digital Media & School Store	• Anatomy & Physiology • Intro to Education ★ • General Psychology	• Digital Media & School Store • Photography	<i>No courses currently offered</i> <i>FCS program would unlock this field</i>

★ = college credit | Gray = no current courses | BOLD offers CTE in 4 of 5 MN Career Fields

What FACS Provides

Hospitality, Events & Tourism

- Culinary / ProStart I & II
- ServSafe Certification ★
- Global Foods

Human Services & Education

- Child & Human Development
- Intro to Education ★ (MN West, not Perkins funded)
- Career Exploration / Readiness (No longer Perkins funded)

Discussion Questions for Committee

What is the status of FCS staffing for 2026–27 and beyond?

If FACS is cut, how does the committee weigh the loss of three Career Clusters — Hospitality, Human Services, and Early Childhood?

ServSafe is an industry credential. Are there other pathways to get this into BOLD's program?

What does the community need from us in this space?

Without FACS: BOLD loses pathways in 3 MN Career Clusters and the only industry certification opportunity currently in the catalog.

MACTA CTE Policy & Leadership Fellowship

05a

FY27 — Class VI | Year-long state & federal CTE policy fellowship administered by MACTA

What It Is

Focus:	State & federal education policy through the lens of CTE
Format:	Full-day in-person sessions (MN Capitol, Anoka-Hennepin) + virtual + Washington D.C.
D.C.:	ACTE National Policy Seminar, Mar 21–24, 2027 — Congressional visits & Senator briefings
Topics:	MN E-12 budget, CTE revenue, teacher licensure, Perkins V, federal policy, advocacy
Cost:	\$650 (reduced from \$2,000 via Perkins State Leadership funds) — Perkins eligible

How It Benefits BOLD's CTE Work

- Builds BOLD's capacity to advocate for Perkins funding and CTE revenue — critical for rural districts
- Connects BOLD to state legislative staff and education policy networks
- Deepens understanding of CTE-specific policy levers: Perkins V, MDE authority, teacher licensure
- Culminating D.C. trip means BOLD has direct voice in federal CTE policy conversations
- Fellowship network becomes a standing resource for BOLD's CTE program development

This fellowship positions BOLD leadership to advocate for rural CTE funding at both the state and federal level.

2026–27 Cohort | Statewide administrator program | MACTA / MnACTE / Minnesota Service Cooperatives

What It Is

Who:	Principals, counselors, superintendents, curriculum leaders — no CTE background required
Format:	2 in-person conferences in St. Cloud + virtual sessions every ~2 months
Topics:	CTE 101, pathway design, workforce alignment, data, CTE levy/revenue, scheduling best practices
Dates:	Orientation Aug/Sept 2026 → In-person Oct 5–6 → Virtual Nov–Mar → In-person June 2027
Cost:	\$400 (reduced from \$600 via MSC Consortium Grant) — Perkins eligible (Cost has been covered by LYFT.)

How It Benefits BOLD's CTE Work

- Provides structured CTE foundations for a principal without a formal CTE background
- CTE levy/revenue session directly equips BOLD to advocate for local CTE funding
- Pathway design and scheduling content applies directly to BOLD's program rebuild
- Statewide cohort creates peer network of administrators facing similar rural challenges
- Equity and access sessions align with BOLD's whole-child and REACH program values

BOLD is enrolled in the 2026–27 cohort. This is the program for district leaders building CTE from the ground up.

LYFT Career Pathways Advisory Committee

05c

Regional CTE initiative | SWWC Service Cooperative | Southwest & West Central MN

What LYFT Is

LYFT Career Pathways is a regional CTE initiative administered by the SWWC Service Cooperative. It oversees Rural CTE Consortium funds flowing through the Minnesota Service Cooperatives and works to build a sustainable, high-quality CTE system across southwest and west central Minnesota.

Partners include: SWWC, SMSU, Ridgewater, MN West, CareerForce, DEED, regional development councils, Southwest ABE.

BOLD's Role

7-12 principal was invited to the LYFT Career Pathways Advisory Committee for 2026–27. The committee provides oversight of rural CTE funds, guides regional CTE system development, and leverages shared resources across participating districts.

How It Benefits BOLD's CTE Work

Funding access

BOLD gains a voice in how rural CTE consortium funds are allocated across the region

Regional partnerships

Direct connection to SMSU, Ridgewater, MN West, and CareerForce for WBL and dual credit

Workforce intelligence

Regional employer data and labor market trends inform how BOLD designs career pathways

Rural CTE advocacy

BOLD's rural context and student needs are represented in regional CTE planning

Teton Science Schools — Place-Based Education

05d

Professional Learning Contract | All Points North Foundation Grant | Net district cost: \$2,000

What is Place-Based Education?

PBE grounds learning in the real places, people, and challenges students already inhabit. For a rural district like BOLD, it means our community — its agriculture, workforce, civic structures, and history — IS the curriculum.

What BOLD's Contract Includes

- 2-day in-person workshop at BOLD, Sept 2–3, 2026 (all 7–12 staff)
- 30 hours of individual / small-group instructional coaching
- 10 hours of virtual consulting & leadership meetings
- 3 program evaluation surveys (Oct, Jan, May)
- Fully funded by All Points North Foundation Grant (\$21,944)

How It Connects to BOLD's CTE Work

Agriculture pathway

Soil science, food systems, conservation, and land stewardship are natural PBE anchors in Renville County

Industrial Technology

Local construction, infrastructure, and manufacturing are real-world contexts for shop and welding curriculum

Business / Marketing

Local economy, entrepreneurs, and agribusiness create authentic case studies for business courses

Work-Based Learning

PBE's community engagement focus builds the relationships that lead to internships, job shadows, and WBL placements

Advisory Committee

Community-as-classroom means advisory members aren't just advisors — they become partners in instruction

Advisory Committee — Who Should Be On It?

06

MN Rule 3505.1400: 50%+ of members must come from business/industry in fields related to the CTE program. Think locally — who do you know?

Agriculture & Production

Trades & Manufacturing

Healthcare

Business & Entrepreneurship

Education / Human Services

Postsecondary Partner

Community / Parent Rep

Other Ideas

Remember: This committee advises — it doesn't govern. We want people who know their industry, care about kids, and will show up.

FCCS Program

What is the committee's direction on FCS for 2027-2028 and beyond?

Advisory Committee Recruitment

Who takes the lead on outreach to community members?

Thank You

BOLD Public Schools | CTE Advisory Committee Working Session

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

Resources Referenced

- MN Rule 3505.1400 — Local CTE Advisory Committee Requirements
- MDE Building Effective Advisory Committees and Business Partnerships (April 2022)
- Minnesota Career Fields & Clusters — MDE / Minnesota State (Updated 2026)
- Lead CTE Network — MACTA / MnACTE / MN Service Cooperatives | mncte.org
- MACTA CTE Policy & Leadership Fellowship FY27 | thaugen@lcsc.org
- LYFT Career Pathways — SWWC Service Cooperative
- Teton Science Schools — Place-Based Education Partnership | tetonscience.org

Follow-up Email from Erian Feris, LYFT Coordinator with SWWC

Here is a quick recap of the items I shared with you yesterday that are free for your school currently:

SchoolLinks is an all-in-one, modern K-12 College and Career Readiness (CCR) platform designed to replace fragmented legacy tools like MCIS. It helps districts boost student engagement, streamline counselor workloads, and meet state compliance mandates on a single system. SchoolLinks solves district pain points: state-specific compliance, reducing counselor administrative load, and boosting student engagement compared to older legacy platforms like MCIS. Some key features include the Readiness Dashboard (enables staff, students, and caregivers to track student progress on graduation, career, college, and military readiness, as well as district-specific career pathways. It automatically updates daily by retrieving data from Experience Tracker and the student information system), Personalized Plan (centralizes yearly planning activities for students by summarizing their progress, plans, and goals in a single document for submission and approval by staff and guardians. The platform automatically populates relevant data from completed activities in SchoolLinks rather than re-entering information. The Personalized Plan feature also meets MN Statute 120B.125), and Experience Tracking (allows districts to capture and manage student activity data, streamlining workflows for logging, reporting, and building student profiles and resumes. Information entered in Experience Tracker populates into both the Readiness Dashboard and Personalized Plan).

Career Consultant: This role would be provided to the school district to lead the Schoolinks work creating capacity to build district-specific pathways by SWWC.

Career Navigator: This role would add value to the Career Consultant. BOLD currently has a Career Navigator available to them. I have copied Diana Ristamaki, the Youth Program Manager, for Central Minnesota Jobs and Training (CMJTS), your local workforce investment board (LWIB), who can get you connected with your Career Navigator who is available to support students and staff to make connections to local business and industry for a variety of work-based learning opportunities.

Rally Your Region: I have attached the flier for September 29th; and additionally, we will be hosting Mark Perna in Willmar at the Willmar Conference Center to speak to students. Would you have a grade or a class that you would be willing to send on Thursday, October 1st. I am hopeful to have more information on this day; however, I do know that we hope to kick off the day as early as possible to ensure all of our schools can arrive without being rushed. What is the ideal start time for BOLD HS?

Child Development Associate (CDA) Credential: I have attached a couple of fliers. The CDA credential is a nationally recognized early childhood education credential. It shows that an educator has the knowledge and skills needed to provide high-quality care for young children.

Students can begin completing several requirements while they are still in high school, including:

- 120 hours of child development education (can be completed online through the MN River Valley CTE Collaborative, for free)
- 480 hours of paid or unpaid experience in a licensed childcare program
- A professional portfolio demonstrating what they have learned

After graduating and meeting the age requirement, students can complete the application and exam process.

Career Guide: I have copied Laura Bruns here, who will begin working with you on creating a Career Guide for BOLD HS.

I meant to follow up with you regarding the **RESPI opportunity** you indicated interest in it at the end of this past school year.

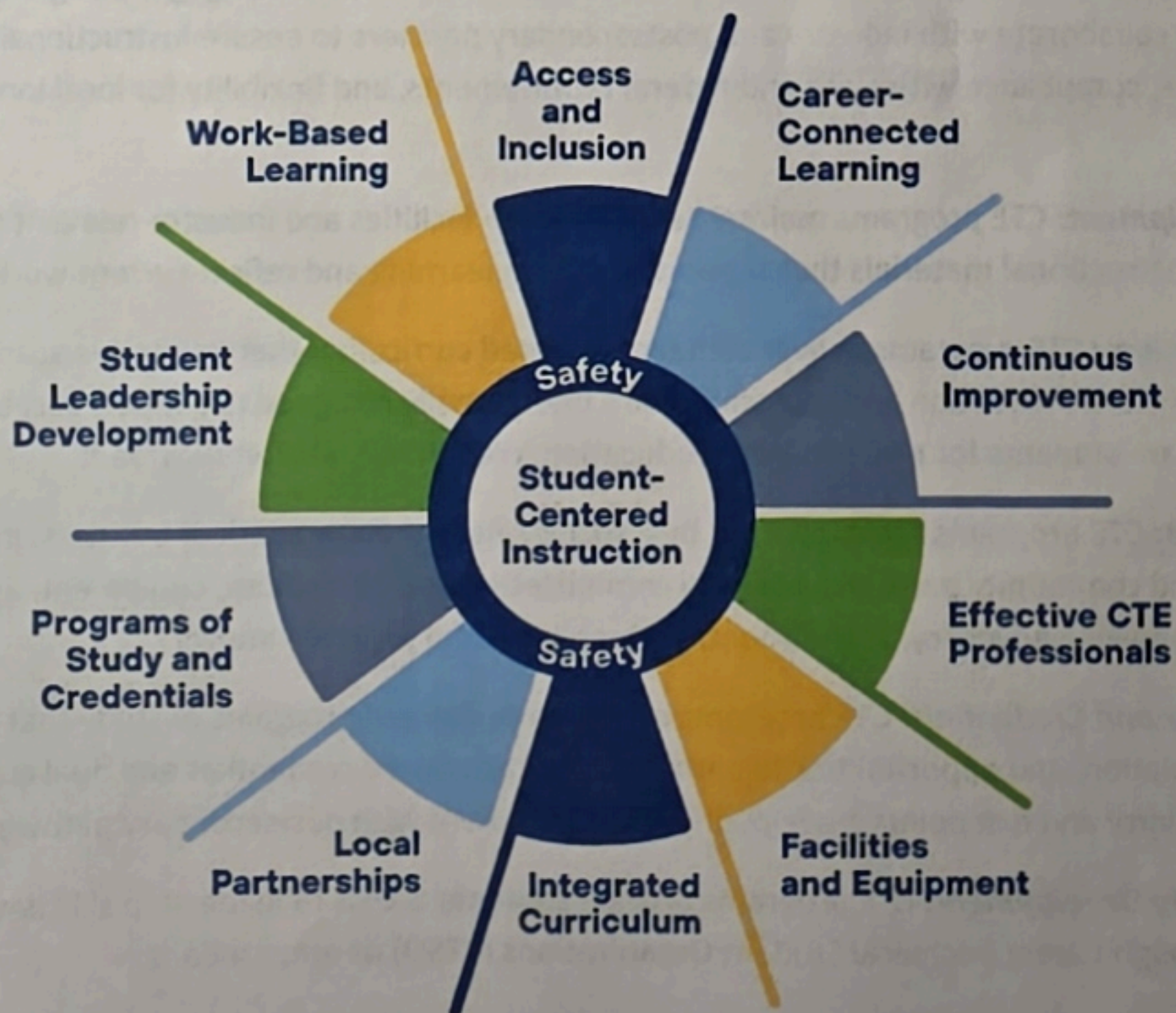
We are offering it again as an opportunity for our member districts. I have attached the brochure regarding RESPI. If you are interested, please complete the form here:

<https://forms.gle/RhXYFe5Fq3dtUdip7>

We are thrilled to work with you this school year, and I am really excited to do the MACTA Leadership and Fellowship together and support you during the Lead CTE Network series.

Career and Technical Education (CTE) Framework

The CTE Framework provides a shared understanding of what it means to design and implement a high-quality Career and Technical Education program. The framework is organized into 11 elements that describe the essential components of high-quality CTE programs, with the student-centered instruction element intentionally positioned at the center of the framework. Safety is a foundational principle embedded throughout all elements, ensuring that programs provide safe learning environments, proper use of equipment, and instructional practices that prioritize the health and well-being of students.



CTE Framework Elements

The CTE Framework serves as a guiding resource to inform how CTE supports career and college readiness and partnerships that help learners succeed.

Access and Inclusion: CTE programs are designed to ensure access and inclusive participation for all students. Programs proactively address barriers, support diverse learners, create a safe and welcoming learning environment, and promote participation.

Career Connected Learning: CTE programs provide strategies that help students gain career knowledge and engage in education, career planning, and decision-making, including career inventories and curricula that explores career options and make informed decisions about their future while providing opportunities for experiential learning.

Continuous Improvement: CTE programs use student assessment data and program-level data to guide continuous improvement, ensure quality, and support accountability and advocacy. Data is used to evaluate outcomes, inform decision-making, and strengthen programs over time.

Effective CTE Professionals: CTE programs are led by highly qualified licensed professionals and supported by responsible administration and governance structures. Educators and leaders engage in ongoing professional development and collaborate with industry and postsecondary partners to ensure instructional relevance, technical expertise, compliance with state and federal requirements, and flexibility for local innovation and responsiveness.

Facilities and Equipment: CTE programs maintain safe, modern facilities and industry-relevant equipment, technology, and instructional materials that support hands-on learning and reflect current workforce standards.

Integrated Curriculum: CTE programs deliver standards-aligned curriculum that integrates academic, technical, and employability skills. Instruction and assessment are intentionally designed to support career-connected learning and prepare students for postsecondary education, credentials, and employment.

Local Partnerships: CTE programs are supported by a strong, integrated network of business, industry, postsecondary, and community partners. Advisory committees guide curriculum, equipment, and work-based learning while supporting advocacy, recruitment, partnerships, and program impact.

Programs of Study and Credentials: CTE programs offer clearly defined programs of study that include course sequencing, articulation, and opportunities to earn industry-recognized credentials and dual credit. Programs support multiple entry and exit points while maintaining alignment with postsecondary pathways.

Student Leadership Development: CTE programs provide students access to leadership skill development opportunities through Career Technical Student Organizations (CTSO) or other means.

Student-Centered Instruction: CTE instruction is grounded in student-centered learning that supports academic achievement and skill development. CTE Programs are designed to be engaging, inclusive, and responsive to student interests, strengths, and career goals.

Work-Based Learning (WBL): CTE programs incorporate high-quality WBL opportunities that connect classroom instruction to real-world application. Experiences are developmentally appropriate, equitable, and aligned to career pathways. WBL experiences are guided by training agreements and training plans.

LAUNCH

YOUR CHILD CARE CAREER IN HIGH SCHOOL!

Earn a Nationally-Recognized Certified Child Development Associate® (CDA) Credential
Before You Graduate!

YOUR FIRST STOP in continued education.

WHAT IS A CDA?

The Child Development Associate® (CDA) is the gold standard for anyone who wants to work with children. And guess what? You can start earning it in high school — whether your school has a CDA teacher or not!

WHY EARN ONE?

- Be job-ready when you graduate
- Earn college credit in high school
- Boost your skills and confidence to work with young children
- Certified aides often earn \$5/hour more than non-certified staff
- Take online coursework during your school day, no matter your school!
- Save up to \$2,400 on your education!

HOW IT WORKS:

1. Take CDA classes (virtually at MN River Valley CTE or in-person if your school offers it)
2. Get 480 work hours in a child care setting (we'll help you find local placements!)
3. Create a professional portfolio with templates and mentor support
4. Pass the CDA exam (at least 18)
5. Graduate with credentials and career options!

CDA may count as college credit in Early Childhood Education

WHO SHOULD APPLY?

- Love working with kids?
- Thinking about a career in teaching, child care, pediatrics, or human services?
- Want a flexible, supported, and meaningful path after high school?

NEXT STEP:

Ask your school counselor or teacher about the CDA pilot program.

No teacher at your school? No problem, the hybrid option makes it possible for you to participate virtually!

IN
PARTNERSHIP
WITH



RALLY YOUR REGION

September 29, 2026
8:30 a.m. - 2:30 p.m.
Marshall, MN

Superintendents, principals, high school educators and counselors:

You're invited to join Southwest Minnesota partners, the International Economic Development Council, and workforce expert, Mark C. Perna, to catch the vision for education with purpose, employment with passion, and the economic vitality that will result. Together, we'll connect the dots from early education to workforce development and why it's crucial to sustain our region and improve economic vitality. We'll dive into:



The changing landscape of education and workforce development



Education with purpose and crafting a competitive advantage



The "Why Generation"



*Featuring Mark C. Perna,
international thought
leader in education,
workforce development,
and economic development*

Let's come together to spur conversations and collaboration to cultivate new partnerships that will move education and economic development to the next level.

Register today!

swifoundation.org/rally



In appreciation of your time and dedication to the students in our region, we are offering mileage reimbursement and substitute teacher wage reimbursement, which will be paid directly to your district. Reimbursement forms will be available at the event.



SOUTHWEST INITIATIVE
FOUNDATION



INTERNATIONAL
ECONOMIC DEVELOPMENT
COUNCIL



markperna



Questions? Contact Missy Maiers at missym@swifoundation.org or (320) 583-0484

Rural Leaders & Pioneers

A History of MN STEM Excellence

Minnesota has a rich history of science, technology, engineering and math leaders that shaped not only Minnesota, but impacted the world. From Control Data's Seymour Cray, who helped invent the super computer, to Polaris' Edgar Hetteen, who is considered the father of the snowmobile, and DigiKey's Ronald Stordahl, who launched the Morse Code radio kit, these innovators were products of rural America and pillars of Minnesota's economic security throughout the 20th Century. Their achievements resulted in rural factories, producing various technologies in communities from Thief River Falls to Roseau, MN.



Rural Kids. Real Technology. Real Futures.

Aligned with Transforming Tomorrow Together!

Creating the Region as a Human Talent Hub

RESEPI directly advances the Talent Hub pillar of the Transforming Tomorrow Together 2040 (TTT) regional strategy by building strong education-to-career pathways that prepare rural students for high-demand technical careers.

RESEPI provides high-quality STEM education programs that will directly strengthen the Talent Hub workforce pipeline. This is really the Talent Hub in action! Developing local talent, retaining future workers, and strengthening regional competitiveness, are core components of Transforming Tomorrow Together: Southern MN 2040.



www.transformsouthernminnesota2040.com



www.mnsu.edu

Travis M. Thul, D.Eng., P.E.

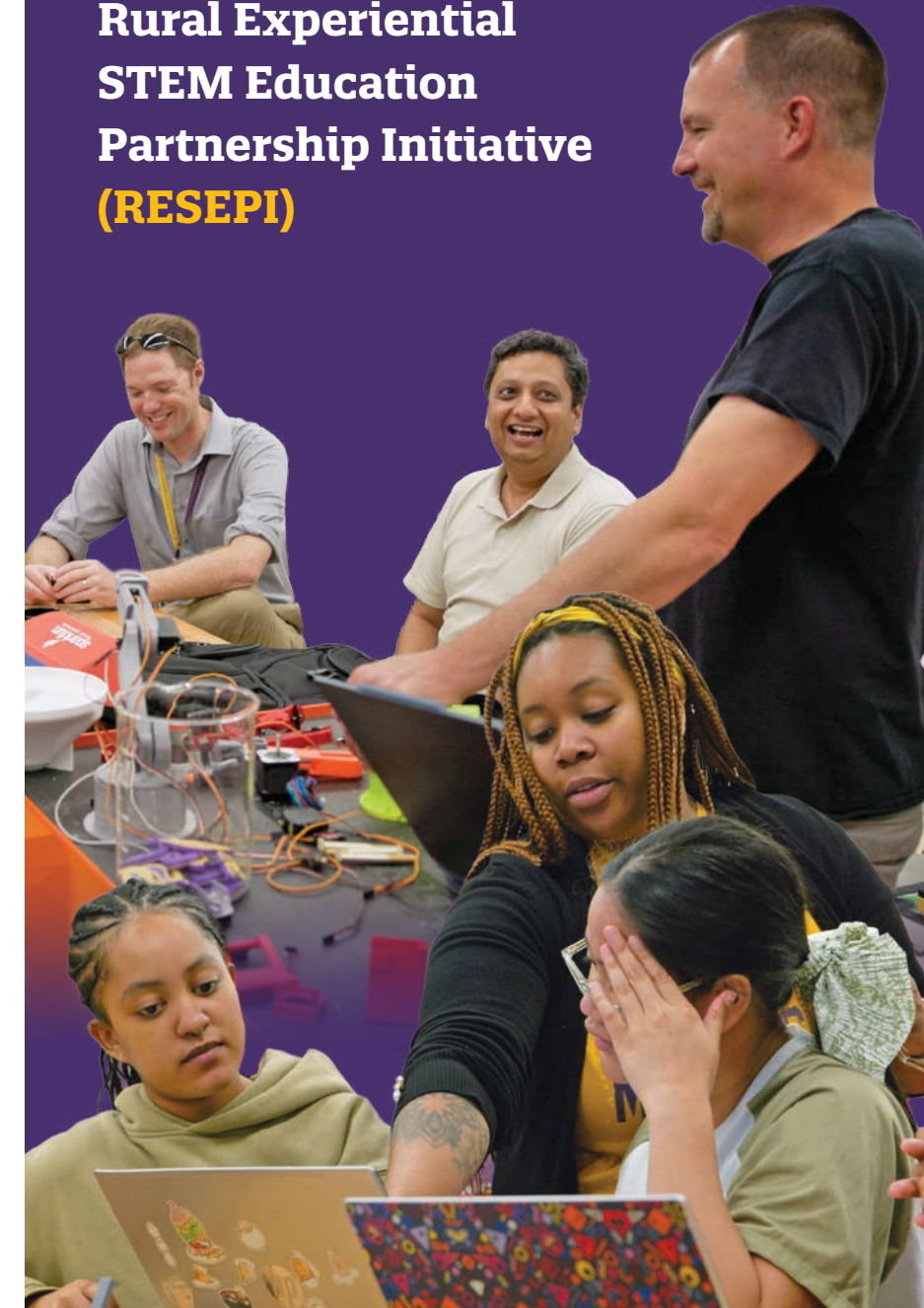
Vice President for Student Success & Engagement

Minnesota State University, Mankato
306 Wigley Administration Center | Mankato, MN 56001

Phone (651) 399-6826 | travis.thul@mnsu.edu



Minnesota's Rural Experiential STEM Education Partnership Initiative (RESEPI)



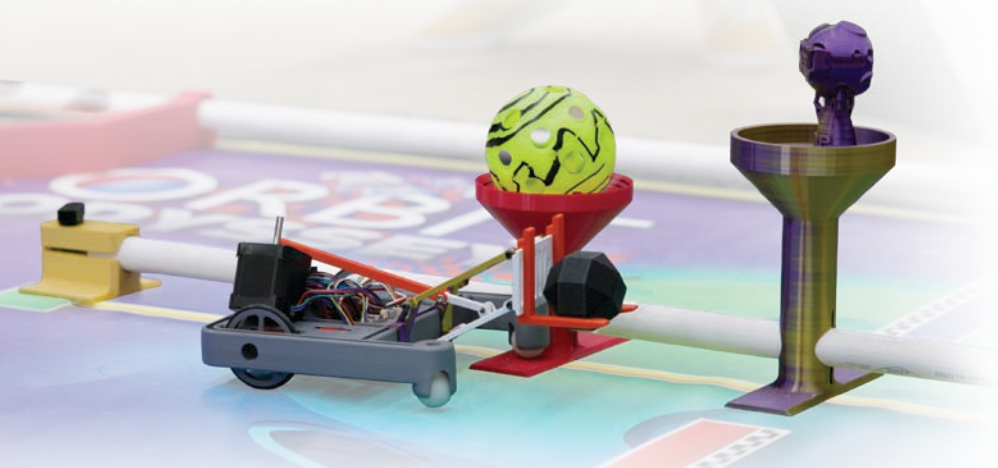
Revitalizing Rural STEM Education

Rural Kids. Real Technology. Real Futures.

In the past, rural Minnesota has traditionally been a catalyst for technological innovation. However, times have changed and today Minnesota ranks last in the nation in computer science education. And nationally, only 10% of schools have access to experiential robotics STEM education.

Minnesota State University, Mankato (MSU), with the help of key industrial and educational stakeholders, is working to bring quality STEM education to rural school districts through an exciting educational model.

The Experiential Robotics Platform (XRP) and associated curriculum is an open source platform that is easily adopted by rural school districts and serves as the basis of the program. Combined with the resources of the MSU College of Science, Engineering, and Technology (CSET), MSU College of Education (COE) as well as select industry partners, this program brings quality, STEM education to rural school districts at 1/20th the cost of traditional STEM robotics education!



A RESEPI for STEM Education Success!

Repeatable, Franchisable Model

The RESEPI program brings together leaders in education, industry, and non-profit organizations to execute a model of STEM success that can be delivered and implemented throughout rural areas of the state. This includes leading edge corporations, rural chambers of commerce, and Minnesota service cooperatives.

Rural School District teachers attend train-the-trainer workshops at MSU and integrate XRP open-source curriculum into their programming. Local industry representatives and MSU student teachers participate in the mentorship and coaching of their students.

MSU College of Science, Engineering and Technology provides the rapid prototyping capabilities needed to create the mechanisms and parts designed by the students. High schools gain visibility of CSET educational opportunities and resources, and CSET students gain high-impact-practices in supporting student engineered projects.

MSU College of Education is responsible for developing and offering training to primary and secondary school partners. This training, which also fulfills teacher credentialing contact hour criteria, will be offered during the train-the-trainer sessions. Further, the COE will recruit and deploy student teachers to support partners, prioritizing those schools that most lack STEM teaching capabilities.

Industry Partners play a critical role in providing real, industry challenges for students to solve and serve as technical “experts” at partner schools. These liaisons will explain how automation and AI are applicable to their industry, and provide mentorships to students who may not be aware of associated employment opportunities.

Early Results, Returns & Next Steps

Maintaining the Momentum

In 2025, the program was successfully piloted in three high schools, MSU's CSET, and MSU's COE, and resulted in over 100 students gaining access to the XRP ecosystem!

- **100+ students engaged**
- **3 partner high schools launched**
- **Teachers trained & equipped**
- **Industry projects in classrooms**
- **MSU preservice teachers placed**

MSU is hoping to expand the program from three partner schools to 10 in the 2026–2027 academic year. Ideally, the prototype will be validated with an additional 200 students impacted. If the model is successful regionally, the hope is to start franchising this vision across all of Minnesota's 277 non-metro districts starting in 2027. This *Rural Experiential STEM Education Partnership Initiative* provides a RESEPI for success!

- **2026–27: Expand to 10 rural districts**
- **2027–2030s: Scale statewide across 277 non-metro districts**
- **Beyond: Build a national STEM model for all underserved districts**



Minnesota Department of Education
Levy Limitation and Certification Report
2026 Payable 2027

District Number-Type: 2534-01
District Name: Bird Island-Olivia-Lake Lillian Public School District
Home County: Renville County

Date Printed: 9/25/26
Limits Updated: 9/24/26
Proposed Submitted: 9/25/26

	LIMIT	PROPOSED
SUBTOTALS BY LEVY CATEGORY		
GENERAL - RMV VOTER	The School Board has voted to certify the MAXIMUM levy authority.	
GENERAL - RMV OTHER		
GENERAL - NTC VOTER	After October 1st, the county auditor should consult the Minnesota Department of Education (MDE) website for the district's current levy limitation and use this amount for the Truth in Taxation notices.	
GENERAL - NTC OTHER		
COMMUNITY SERVICE - NTC OTHER		
GENERAL DEBT - NTC VOTER		
GENERAL DEBT - NTC OTHER		
OPEB DEBT - NTC VOTER		
OPEB DEBT - NTC OTHER		
SUBTOTALS BY FUND		
GENERAL FUND	If there is a change to the district's levy limitation after October 1st, the county will be notified by MDE via email. Before finalizing tax computations for the Truth in Taxation notices, counties should double check the MDE website to be sure no changes have been made to the district's levy limitation that the county is not already aware of through this email process.	
COMMUNITY SERVICES FUND		
GENERAL DEBT SERVICE FUND		
OPEB/PENSION DEBT SERVICE FUND		
SUBTOTALS BY TAX BASE		
REFERENDUM MARKET VALUE		
NET TAX CAPACITY		
SUBTOTALS BY TRUTH IN TAXATION CATEGORY		
VOTER APPROVED		
OTHER		
TOTAL LEVY		
TOTAL LEVY		

The school district must submit the completed original of this form to the home county auditor by September 30, 2026. A duplicate form must be submitted to Minnesota Department of Education, School Finance Division, 400 NE Stinson Blvd., Minneapolis, MN 55413, by October 7, 2026.

The certified levy listed above is the levy voted by the school board for taxes payable in 2027.

Signature of School Board Clerk _____

Date of Certification _____

2026-2027 Fundraiser Schedule

Organization Name	Fundraising Activity	Dates of Fundraiser	Reason For Fundraiser
Athletic Department	Vikings Ticket Sales	July-August	Activities Account
Athletic Department	Online Clothing Stores	On-going	Activities Account
Baseball Boosters	Football Concessions	Aug-Oct	Equipment
Baseball Boosters	Donation Campaign	March	Equipment
Basketball Boosters	Selling Advertisement Banners	December	Youth Programs
Basketball Boosters	GBB Concessions	Winter	Equipment
Basketball Boosters	Shoot-A-Thon	December	Equipment/Uniforms
Basketball Boosters	Elem/JH GBB & BBB Tourneys	Dec/Jan	Equipment
Basketball Boosters	Renk Seed Harvest	September	Equipment
Dance Boosters	Dance Competition	December	Uniforms/Warmups/Equipment
Dance Boosters	Food Booth @ BI Flea Market	June - July	Uniforms/Warmups/Equipment
Dance Boosters	Coach Purse Bingo	November	Uniforms/Warmups/Equipment
Dance Boosters	FB Tailgate Meal	September	Uniforms/Warmups/Equipment
Dance Boosters	Sponsorships on shirts & program	October - February	Uniforms/Warmups/Equipment
ECFE Boosters	Pura Vida Bracelets & T-shirt Sales	On-going	Curriculum/Supplies/Field Trips
ECFE Boosters	Midwest Mixes Sales	October-November	Curriculum/Supplies/Field Trips
Football Boosters	Advertisement Signs For Stadium	July	Senior Scholarships
Football Boosters	Pull Tabs @ Max's Grill	On-Going	Equipment
Football Boosters	BOLD Card	August	Equipment & Technology
FB/VB/GBB/BBB/WR	Split The Pot	During Seasons	Post-Season Banquets
FFA	Fruit Sales	November	Camps, National Convention
FFA	Pancake Breakfast	Fall/Spring	Camps, National Convention
FFA	Strawberry Sales	Spring	Camps, National Convention
Junior Class	Magazine Sales	October	Prom
Junior Class	Cold Stone Sales	On-going	Prom
Media Boosters	Book Fair	Oct/Nov/March/April	Author Visits
Middle School D.C. Trip	BBB Concessions	December-March	Travel fees
Music Boosters	Freedom Fundraising Candy	September	Music Trip, Awards, Student Needs
Music Boosters	Little Caesar's Pizza Sales	Nov/Dec	Music Trip, Awards, Student Needs
Music Boosters	Burger Baskets @ Olivia Legion	January	Music Trip, Awards, Student Needs
Music Boosters	Puffins Sales	Feb/March	Music Trip, Awards, Student Needs
Musical Boosters	Murder Mystery Dinner Theater	July	Equipment
Musical Boosters	One Act Play Performance @ Max's	February-March	Equipment
NHS	Pennies for Patients	Feb/March	Lukemia & Lymphoma Society
NHS	FB Tailgate Meal	October	Supplies
Prom	Burger Bar Meal	Winter	Decorations
Prom	Collection/Tip Jars Locally	Winter	Decorations
REACH Program	Letters to Business	September/October	Class Activities and Supplies
Robotics	Letters to Business	November	Supplies, Equipment, and Travel
Softball Boosters	Clothing Order	March	Equipment
Softball Boosters	Call-a-thon	April	Equipment
Softball Boosters	Softball Concessions	April-May	Equipment
Softball Boosters	FB Tailgate Meal	September	Equipment
Track Boosters	Track-a-thon	March	Equipment
Track Boosters	TOMF Clean-up	March	Equipment
Track Boosters	BOLD Clothing Order	Sept - March	Replace worn out warm-ups
Track Boosters	Snap Online Fundraiser	TBD	Equipment
Volleyball Boosters	Athletic Program Advertisements	July	Equipment
Volleyball Boosters	Volleyball Concessions	Aug-Oct	Equipment
Volleyball Boosters	Burger Baskets @ Olivia Legion	September	Equipment
Volleyball Boosters	Heggie's Pizza Sales	April	Equipment/Uniforms
Wrestling Boosters	WR Concessions	Winter	Equipment
Wrestling Boosters	Golf Tournament	July	Equipment
Wrestling Boosters	Youth Tournament	December	Equipment/Uniforms
Wrestling Boosters	ScoreVision Advertisements	Aug - March	Equipment
Wrestling Boosters	Burger Baskets @ Olivia Legion	December or January	Equipment
Wrestling Boosters	Youth Wrestling Duals	December - March	Equipment
Wrestling Boosters	Raffle Drawing @ Olivia Legion	January & February	

Resolution to Repeal Policy 750, Fund Balance

Member Clouse introduced the following resolution and moved its adoption:

WHEREAS BOLD Policy 750, Fund Balance was last adopted on September 23, 2024;

WHEREAS MSBA has provided a replacement model policy 714, Fund Balances, which was adopted by the BOLD ISD 2534 School Board on August 24, 2026;

WHEREAS policy 750, Fund Balance is outdated and not currently applicable;

THEREFORE, BE IT RESOLVED by the Bird Island-Olivia-Lake Lillian Public School District 2534-01 Board to repeal Policy 750 effective retroactive to August 25, 2026.

The motion for adoption of the foregoing resolution was duly seconded by Member Frank 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 28th day of September, 2026.

Mary Ella Clouse
Mary Ella Clouse, School Board Clerk

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. "Abuse" means:
 - 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
 - 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.
 - 3. Any sexual contact or penetration as defined in Minn. Statutes, ~~§~~ section 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

- B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).
- D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- E. "Immediately" means as soon as possible, but no longer than **twenty-four (24)** hours from the time initial knowledge that the incident occurred has been received.
- F. "Mandated reporter" means a professional or professional's delegate while engaged in education.
- G. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.
- I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.
- J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- K. "Vulnerable adult" means any person **eighteen (18)** years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes section 626.5572, **Ssubdivision**. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of

service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to provide adequately for the individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The report shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data, as defined under Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against a vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy should appear in school personnel handbooks as appropriate.
- B. The school district will develop a method of discussing this policy with employees as appropriate.

~~C. This policy should be reviewed at least annually for compliance with state law.~~

Legal References: Minn. Stat. § 13.02 (~~Collection, Security, and Dissemination of Records; Definition~~ Government Data Practices; Definitions)
Minn. Stat. Ch. 245A (Human Services Licensing)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
~~Minn. Stat. § 609.234 (Crimes Against the Person)~~
~~Minn. Stat. § 609.232 Crimes Against Vulnerable Adults; Definitions)~~
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Cultural competence," "cultural competency," or "culturally competent," for purposes of statewide accountability, means the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- G. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing

statewide health standards are required to be implemented in the classroom.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ~~administration in collaboration with the~~ school board/~~superintendent/director of instruction~~ shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

- A. Benchmarks
The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard.

[NOTE: School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in world languages and career and technical education.]

- B. Statewide Academic Standards Testing
 - 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
 - 2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education (MDE), the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. state-developed high school reading and mathematics tests aligned with state academic standards;
 - c. a high school writing test aligned with state standards when it becomes available; and
 - d. science assessments. Annual science assessments are required in one (1) grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9

through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 4. The school district may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. The school district may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 5. The school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
 6. Students who do not meet or exceed the Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments administered during high school, shall be informed that admission to a public school is free and available to any resident under twenty-one (21) years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c). The school district will determine how this notice is given.
- C. Student Participation
1. The MDE Commissioner must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.306, subdivision 1; and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments, and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
 2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

3. The school district may provide a student's parent access to the student's individual student performance data and achievement report that is made available under Minnesota Statutes, section 120B.305, paragraph (b), clause (1), when the performance data and report is available to the school district.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard required for graduation.
- C. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed.

When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements to help students, beginning no later than grade 9, and their families explore and plan for postsecondary education or careers based on

the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. Though not a high school graduation requirement, all students, except those eligible for alternative assessments, are encouraged to participate in a nationally recognized college entrance exam.
- D. A student who demonstrates attainment of required state academic standards, which include career and college readiness benchmarks, on high school assessments, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district must pay the cost, one time, for an interested student in grade 11 or 12 who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district must waive the cost for a student who is unable to pay.

- E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.302 (General Requirements; Test Design)
Minn. Stat. § 120B.305 (Assessment Reporting Requirements)
Minn. Stat. § 120B.306 (District Assessment Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Assessment Graduation Requirements and with students as they progress to achievement of those Assessment Graduation Requirements and meet the requirements of federal law.

II GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels.

III. STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement Staff Development Committee and Curriculum Committee (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Assessment Graduation Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Assessment Graduation Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Assessment Graduation Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals

The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles, and responsibilities, and building orientation. Training will be provided within the first sixty (60) days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the

paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers and Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

721 PROCUREMENT POLICY

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

I. PURPOSE

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

II. DEFINITIONS

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

Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

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

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

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

[NOTE: Minnesota school districts may choose to increase their federal micro-purchase threshold to \$25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold. The annual certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations, section 200.520 for the most recent audit; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

B. Procurement by small purchase procedures

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

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

C. Procurement by sealed bids (formal advertising)

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

D. Procurement by competitive proposals

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

E. Procurement by noncompetitive proposals

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

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

IV. GENERAL PROCUREMENT STANDARDS

- A. The school district must use its own documented procurement procedures that reflect applicable **Minnesota** laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.
- H. Thresholds for Employee Purchases
 - 1. The Superintendent and/or **Business Manager or Assistant Business Manager**, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, **all** contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board oversight, except as expressly permitted by law.
 - 2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the

school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

- a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than \$1,000 and is consistent with this policy's requirements.
- b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:
 - (1). Superintendent: Up to \$5,000.00.
 - (2). Business Manager: Up to \$5,000.00.

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

3. Emergency expenditures and procurement authorization

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

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

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

[NOTE: Optional Dollar Limitation: Emergency expenditures authorized by the superintendent under this paragraph shall not exceed \$10,000.00 per occurrence, unless prior school board approval is obtained or such approval is impracticable due to the timing and nature of the emergency, in which case Board ratification shall be sought as soon as practicable.]

V. PROCUREMENT METHODS WHEN USING MINNESOTA STATE FUNDS

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

A. Procurements for \$25,000 or less

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

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

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

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

1. Sealed Bids or Direct Negotiation

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

2. Best Value Alternative

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

C. Procurements Exceeding \$175,000

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

Procurement by Sealed Bids

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

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

D. Procurement by Proposals

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

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;
2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and
3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

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

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

B. Procurement by Noncompetitive Proposals

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

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

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.
2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 - a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);
 - b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in

competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

- c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.
- E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

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

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

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

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

2. Managing Equipment

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

- a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

- c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- d. Adequate maintenance procedures must be developed to keep property in good condition.
- e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

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

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

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

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

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

B. Payment

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

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

C. Internal Controls

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

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

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

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

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

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

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

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.
2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).
4. "Omni Circular"(also known as 2 Code of Federal Regulations, part 200, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

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

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

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

D. Costs Forbidden by Federal Law

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

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

E. Program Allowability

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

F. Federal Cost Principles

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

1. Necessary for the proper and efficient performance or administration of the program.
2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

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

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three (3) situations:
 - a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

- b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
- 4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.
- H. Approved Plans, Budgets, and Special Conditions
 - 1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
 - 2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.
- I. Training
 - 1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
 - 2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.
- J. Employee Sanctions
Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.
- K. Reduction in Aid
If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.
- L. Property, Financial Investments, and Contracting
The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.
- M. Mandatory Disclosures
The school district must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

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

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

- A. Compensation – Personal Services
Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:
 - 1. Is reasonable for the services rendered and conforms to the established written school district policy consistently applied to both federal and non-federal activities; and
 - 2. Follows an appointment made in accordance with the school district's written policies and meets the requirements of federal statute, where applicable.

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

B. Compensation – Fringe Benefits

1. During leave

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

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

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

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

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

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

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

C. Insurance and Indemnification

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

D. Recruiting Costs

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

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

E. Travel Costs

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

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

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

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

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

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

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

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

If the DOE or MDE determines that noncompliance cannot be remedied by imposing specific conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: (1) Temporarily withhold payments until the school district takes corrective action;; (2) Disallow (that is, deny both use of funds and any applicable matching credit for) costs for all or part of the activity associated with the noncompliance; (3) Wholly or partly suspend or terminate the federal award; (4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations, part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); (5) Withhold further federal awards (new awards or continuation funding) for the project or program; and/or (6) Take other remedies that may be legally available.]

X. SUBRECIPIENT MONITORING

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

A. The school district will:

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

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

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.
5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:
 - a. Review financial and performance reports.
 - b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.
 - c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.
 - d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.
6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:
 - a. Providing subrecipients with training and technical assistance on program-related matters;
 - b. Performing site visits to review the subrecipient's program operations; and
 - c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.
7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.
8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.
9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

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

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

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

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

- C. Organizational Conflicts of Interest

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

- D. Disclosing Conflicts of Interest

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

Legal References:

- Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
- Minn. Stat. § 16C.28 (Contracts; Awards)
- Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
- Minn. Stat. § 123B.52 (Contracts)
- Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
- Minn. Stat. § 471.38 (Claims)
- Minn. Stat. § 471.391 (Declaration Form)
- Minn. Stat. § 471.392 (Penalty)
- Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
- 18 U.S.C. (Crimes and Criminal Procedures)
- 31 U.S.C. §§ 3729–3733 (False Claims)
- 2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
- 2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
- 2 C.F.R. 200 Subpart E (Cost Principles)
- 2 C.F.R. 200 Subpart F (Audit Requirements)
- 2 C.F.R. § 200.1 (Definitions)
- 2 C.F.R. § 200.101 (Applicability)
- 2 C.F.R. § 200.112 (Conflict of Interest)
- 2 C.F.R. § 200.113 (Mandatory Disclosures)
- 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
- 2 C.F.R. § 200.208 (Specific Conditions)
- 2 C.F.R. § 200.214 (Suspension and Debarment)
- 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
- 2 C.F.R. § 200.302 (Financial Management)
- 2 C.F.R. § 200.303 (Internal Controls)
- 2 C.F.R. § 200.305(b)(1) (Federal Payment)
- 2 C.F.R. § 200.310 (Insurance Coverage)
- 2 C.F.R. § 200.311 (Real Property)
- 2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
- 2 C.F.R. § 200.313(d) (Equipment)
- 2 C.F.R. § 200.314 (Supplies)
- 2 C.F.R. § 200.315 (Intangible Property)
- 2 C.F.R. § 200.318 (General Procurement Standards)
- 2 C.F.R. § 200.319 (Competition)
- 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
- 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
- 2 C.F.R. § 200.328 (Financial Reporting)
- 2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
- 2 C.F.R. § 200.339 (Remedies for Noncompliance)
- 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
- 2 C.F.R. § 200.413 (Direct Costs)
- 2 C.F.R. § 200.414 (Indirect Costs)
- 2 C.F.R. § 200.415 (Required Certifications)
- 2 C.F.R. § 200.425 (Audit Services)
- 2 C.F.R. § 200.430 (Compensation – Personal Services)
- 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
- 2 C.F.R. § 200.447 (Insurance and Indemnification)
- 2 C.F.R. § 200.463 (Recruiting Costs)

2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest-School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

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

402 DISABILITY NONDISCRIMINATION POLICY

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

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the Superintendent **Tim Tydlacka, 701 N 9th St Olivia, MN 56277, 320-523-1031, tim.tydlacka@bold.k12.mn.us**. This individual is the school district's appointed ADA/Section 504 coordinator.
- E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human rights Act.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. § 12101 (Americans with Disabilities Act)

29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

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

II GENERAL STATEMENT OF POLICY

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

~~[NOTE: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]~~
- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

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

IV. SCHOOL DISTRICT ACTION

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

V. SCOPE OF LIABILITY

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

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

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

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)

MSBA/MASA Model Policy 507 (Corporal Punishment and Prior Restraint)

509 ENROLLMENT OF NONRESIDENT STUDENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. OPEN ENROLLMENT PROCESS

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

- C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

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

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

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

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

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

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

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

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

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

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

C Application

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

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 142D.08 to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3 to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 142D.08 or to remain enrolled in the school district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

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

D. Lotteries

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15

deadline to determine which students will receive seats. The school district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

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

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

E. Exclusion

1. Administrator's initial determination

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

2. Superintendent's review

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

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007,

subdivision 19, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year and who has not lawfully withdrawn from school. Pursuant to Minnesota Statutes, section 260C.163, subdivision 11, "habitual truant" also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

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

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

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible
Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005
WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

Resources: Minnesota Department of Education: [Open Enrollment](#)

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

III. COORDINATOR

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

504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
MN Stat. §363.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

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

Adopted: ~~May 18, 2026~~ November 23, 2026

MSBA/MASA Model Policy 613

Orig. 1997

Revised: ~~February 1, 2026~~ June 15, 2026

Rev. 2026

613 GRADUATION REQUIREMENTS

[NOTE: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. ~~"English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.~~ "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.
- D. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

Principal(s) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

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

1. Achievement and career and college readiness in mathematics, reading, and writing, **consistent with Minnesota Statutes, section 120B.307, subdivision 4, paragraph (d)**, and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student;
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student **under Subparagraph V.A.1. above** must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, **120B.30**, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

~~[NOTE: The 2025 Minnesota legislature renumbered the statutory reference above.]~~

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Four (4) credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three (3) credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. Three (3) credits of science, including one (1) credit to satisfy all the earth and space science standards for grades 9 through 12, one (1) credit to satisfy all the life science standards for grades 9 through 12, and one (1) credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half (3.5) credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
5. One (1) credit in the arts sufficient to satisfy all of the academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education and health; and
7. A minimum of 8.5 elective credits. Within the elective credits, 0.5 speech, 0.5 careers, and 0.5 personal finance are required to be taken.

[NOTE: The state minimum requirement is seven credits, the BOLD Board of Education recommends to be higher than the state minimum requirement.]

8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or

12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

B. Credit equivalencies

1. A one-half (.5) credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half (.5) credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

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

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12)

- B. Academic standards in health, world languages, and career and technical education will be reviewed on an intermittent basis. by the Curriculum Review Committee. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- C. All students must satisfactorily complete the following required Academic Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

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

- 1. during the Korean Conflict; or

2. during the Vietnam War.

B. Request

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

C. No Report Required

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

D. Assistance

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)
Minn. Stat. § 120B.251 (Ethnic Studies Requirements)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)
Minn. Stat. § 127A.135 (High School Diploma for Veterans)

Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

~~Resources: Minnesota House of Representatives: [Minnesota's Graduation Requirements \(November 2025\)](#) (accessed 01/29/26)~~

621 LITERACY AND THE READ ACT

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

~~department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "expressive language" or "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. ~~Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.~~
- H. ~~"Parent" means a student's parent or legal guardian.~~
- I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive

strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six(6) weeks of the school year. ~~The screener must be one of the screening tools approved by MDE.~~ A district must provide vendor-approved screening accommodations to students with documented accommodation plans.

A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by MD

- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. ~~For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.~~
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in dual language immersion programs:
 - 1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under Paragraph A above;
 - 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
 - 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
 - 4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in

the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.
- F. **An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.**
- G. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:
 1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

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

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
 7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level;
 9. the number of teachers and other staff that have completed training approved by the department;
 10. the number of teachers and other staff proposed for training in structured literacy;
 11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
 12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
 13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;

- d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
- e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

14. Beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
 - 1. reading intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 - 6. employees who select literacy instructional materials for a district; and
 - 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
 - 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2. teachers who provide instruction to students in a state-approved alternative program; and
 - 3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or

cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

- D. Training provided by the following may satisfy the professional development requirements under this Article:
 - 1. a certified trained facilitator; or
 - 2. a training program that MDE has determined meets the professional development requirements under the Read Act.
- E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.
- F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.

The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.

- G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).
- H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in

accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 - 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 - 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and
 - 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

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

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)

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

Cross References: None

709 STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four (4) weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.
 8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
 9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.
- C. Active Transportation Safety Training
1. Training Required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and
 - (3) electric-assisted bicycle safety, including that a person under the age of fifteen (15) is not allowed to operate an electric-assisted bicycle.
 2. Instruction
 - a. The school district may provide active transportation safety training through distance learning.
 - b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

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

2. Rules at the Bus Stop

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

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

4. Consequences

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

(1) Elementary (grades K-6)

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

(2) Secondary (grades 7-12)

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

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

(3) Other Discipline

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

(4) Records

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

(5) Vandalism/Bus Damage

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

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraph VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within thirty (30) days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 - 1. excessive speeding, involving any single offense for any speed of fifteen (15) miles per hour or more above the posted speed limit;
 - 2. reckless driving;
 - 3. improper or erratic traffic lane changes;
 - 4. following the vehicle ahead too closely;
 - 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 - 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
 - 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 - 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 - 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within thirty (30) days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension,

revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

- F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten (10) days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

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

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

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

B. Evaluation

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

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

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

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

training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Model School Bus Driver Training Program.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

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

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

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

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

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

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

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of ten (10) or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of ten (10) or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, 49 Code of Federal Regulations, Part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher
A minimum of one (1) 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver’s compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. ~~First aid kit and~~ Body fluids cleanup kit
~~A minimum of a 10-unit first aid kit and a~~ body fluids cleanup kit is required. ~~They~~The kit must be contained in removable, moisture- and dust-proof containers

mounted in an accessible place within the driver's compartment and must be marked to indicate ~~their~~ the kit's identity. ~~and location.~~

c. First Aid Kit

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

- d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
- 11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of ten (10) or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
- 12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pre-trip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in "park" during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
 - (9) compliance with Paragraph V. F. concerning reporting convictions to the employer within ten (10) days of the date of conviction.
 - c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any

law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.
 - g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five (5) years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
 - i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within three (3) years of the first of three (3) other moving offenses is precluded from operating a type III vehicle for one (1) year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, subdivision 2 (See Paragraph II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate files at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.
 - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from Subparagraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.
- D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement
- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.

- e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's Guideline for the Safe Transportation of Pre-school Age Children in School Buses, if child safety restraints are used by passengers, in addition to the training required in Article VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport fifteen (15) or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
 - 3. A school bus operated under this section must bear a current certificate of inspection.
 - 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

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

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

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

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

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

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

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

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

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)

Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
 Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
 Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
 Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)
 49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 707 (Transportation of Public Students)
 MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
 MSBA/MASA Model Policy 710 (Extracurricular Transportation)

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

Adopted: ~~February 23, 2026~~ November 23, 2026

MSBA/MASA Model Policy 722

Orig. 2017

Revised: ~~October 15, 2025~~ June 15, 2026

Rev. 2025~~6~~

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[NOTE: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;

- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
- 2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
- 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
- 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
 - 1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced. ~~The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.~~
- 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
- 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.
- ~~C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.~~

~~[NOTE: The 2025 Minnesota legislature enacted Paragraph C.]~~

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA ~~BY~~ ABOUT AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.

- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 2. Date the request is made;
 3. A clear description of the data requested;
 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:
 - a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.
 - b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash or by check in advance of receiving the copies.

[Note: The district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

- b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Safe at Home Participants and Data Privacy

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

- A. refuse to provide education services to an individual;
- B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or
- C. otherwise discriminate against an individual.

X. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Tim Tydlacka, Superintendent

BOLD Schools, ISD #2534, 701 South 9th St., Olivia, MN 56277
320-523-1031
tim.tydlacka@bold.k12.mn.us]

Data Practices Compliance Official:

Tim Tydlacka, Superintendent
BOLD Schools, ISD #2534, 701 South 9th St., Olivia, MN 56277
320-523-1031
tim.tydlacka@bold.k12.mn.us]

Data Practices Designee(s):

Aimee Dale
BOLD Schools, ISD #2534, 701 South 9th St., Olivia, MN 56277
320-523-1031
aimee.dale@bold.k12.mn.us]

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Administration: [Actual Cost](#)
MN Department of Administration: [Copy Costs](#)
MN Department of Administration: [Education Data](#)

Resolution for Acceptance of Gifts

Member Zimmerman introduced the following resolution and moved its adoption:

WHEREAS, John Halliday, Triad Construction, and Troy and Carla Elfering have generously donated \$ 500.00 each to BOLD School to enlarge the floor logo in the large gym.

WHEREAS, FM BANK has generously donated \$500.00 to the BOLD FFA for providing root beer floats during Corn Capital Days.

WHEREAS, the Estate of Don Houghton has generously donated \$375.00 to the BOLD FFA.

WHEREAS, FM BANK and Hometown Bank have generously donated \$300.00 each to the BOLD Cross Country Team for awards for a home meet.

WHEREAS, BOLD Warrior Basketball Association has generously donated \$500.00 for a concession stand cooler upgrade.

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 Aeseth
And, upon vote being taken thereon, the following voted in favor of:

And the following against the same:

And the following were absent:

The foregoing resolution was approved on this 28th day of September, 2026.

MaryElla Clouse
MaryElla Clouse, School Board Clerk