

AGENDA
BOLD BOARD OF EDUCATION REGULAR MEETING
BIRD ISLAND-OLIVIA-LAKE LILLIAN
INDEPENDENT SCHOOL DISTRICT #2534
MONDAY, OCTOBER 26, 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)**
 - September, 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-No report this month.**

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**
 - September 30, 2026, Community Education Advisory Committee
 - October 7, 2026, Facilities Committee meeting
 - October 14, 2026, Finance Committee meeting
 - October 20, 2026, Meet and Confer

VIII. **New Business**

- A. Winter Coaches for approval
- B. Resolution of the Governing Board Supporting the State High School Foundation, Offering Grants and Funding (MSHSL Form A)
- C. Third and final reading of Policy:
 - **721, Procurement Policy**
- D. and a single and final reading of Policies:
 - **425, Staff Development and Mentoring**
 - **514 Bullying Prohibition Policy and 514.1 Bullying Report Form**

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

Policy 425, Staff Development and Mentoring was adopted in December of 2025. MSBA has released a revision in June 2026 that has the following minimal changes:

inserted the numeric, in parenthesis, and/or text version of numbers on pages 4 and 6.

A rewording of VI.D.4. to split it into VI.D.4. and VI.D.5.

Policy 514, Bullying Prohibition Policy and 514.1, Bullying Report Form are up for an annual review. No changes have occurred to the policy.

- E. Second 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.

- F. Dissolution of old gymnastics co-op sponsorship and application for new co-op sponsorship.

This isn't the proper or easiest way to submit this gymnastics co-op information, but this is what Redwood Valley sent in to the MSHSL. It is actually 4 different forms to dissolve their old co-op, all signed by one school, and 5 different forms to enact the new co-op, all signed by one school. It is supposed to be compiled into a single form, but since the MSHSL accepted this, I doubt we are going to get that. If it meets the standard for what the MSHSL requires, it would be everything that we need to keep on file.

- G. Resolution for Acceptance of Gifts.

- H. 10.22 Payment Register - Checks

IX. **Upcoming dates:**

October 28, 2026, Policy Committee Meeting, District Office, 4:00 pm

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**

October 26, 2026 Board Meeting

NEW HIRES:

1. Alex Smothers, Jr. High Boys Basketball
2. Greg Hagen, Jr. High Boys Basketball

RESIGNATIONS/TERMINATIONS:

1. Lauren Schaub, C-Squad VB Coach and Assistant SB Coach
- 2.

CHANGES IN ASSIGNMENT:

- 1.

LEAVES OF ABSENCE:

- 1.

.

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534

Referendum Construction Cash Balance

9/30/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$5,273,448.34)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$3,634,456.94
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$8,156,824.85

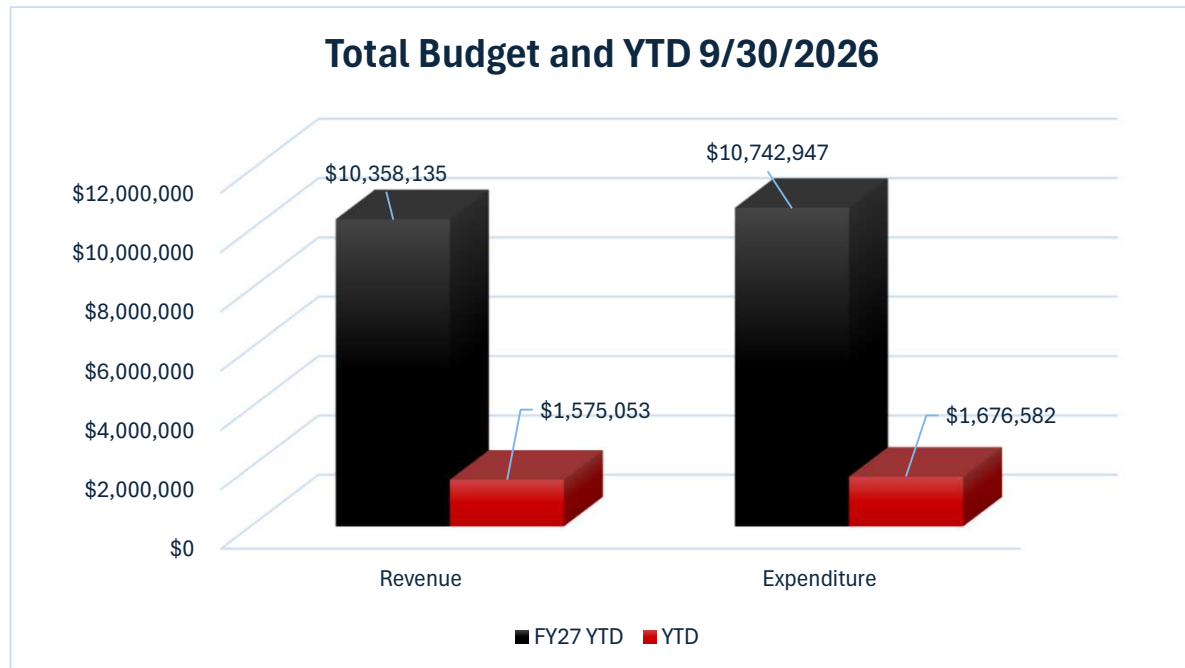
Construction Balance \$6,517,833.45

BOLD ISD #2534

Monthly Operating Budget Report September 30, 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	\$541,782	5.2%	\$891,620	8.3%
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	<u>\$1,575,053</u>	<u>15.2%</u>	<u>\$1,676,582</u>	<u>15.61%</u>

* subject to change pending year end adjustments - NOT FINAL



BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Operating Cash Balance
9/30/2026

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%	\$258,059.39
		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%	\$10,423.03
		Lentz Music Department	2426	3.04%	\$8,160.52
		Lentz Scholarships	2440	3.04%	\$31,685.93
		Money Market	202000939	0.25%	\$1,002,259.55
		IntraFi Cash for premium checking	282	3.00%	\$4,165,212.41
		Value Checking (Petty Cash)	2300846	0.00%	\$271.70
		Premium Checking	2701282	3.04%	(\$240,133.58)
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,530.28
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,751.00
		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%	\$5,295.47
		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					\$5,395,356.94

Fund Summary:

District Funds	\$ 5,188,164.95
Trust Funds	<u>\$ 207,191.99</u>
Total	<u>\$ 5,395,356.94</u>

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54456	CH	1	6023	United States Postal Service	09/28/2026	\$48.16	100368	E 04 005 580 000 325 329	bulk mailing for ECFE
Check Total:							\$48.16			
HOME	54457	CH	1	4185	NISSEN'S DAIRY DELIVERY	09/29/2026	\$990.50	100384	E 02 005 770 000 701 495	Olivia-Lunch-Milk
HOME	54457	CH	1	4185	NISSEN'S DAIRY DELIVERY	09/29/2026	\$1,331.01	100382	E 02 005 770 000 701 495	Olivia-Lunch-Milk
HOME	54457	CH	1	4185	NISSEN'S DAIRY DELIVERY	09/29/2026	\$1,185.10	100383	E 02 005 770 000 701 495	Olivia-Lunch-Milk
Check Total:							\$3,506.61			
HOME	54458	CH	1	4471	CMF TREE SERVICE	09/30/2026	\$605.50	100390	E 01 020 810 000 000 332	20 yd roll off, landfill fee
Check Total:							\$605.50			
HOME	54459	CH	1	6059	DARRIN GERDES	09/30/2026	\$140.00	100399	E 01 020 296 978 000 305	10/6 Volleyball Officials
Check Total:							\$140.00			
HOME	54460	CH	1	00350	HUBIN PUBLISHING	09/30/2026	\$289.00	100393	E 01 005 110 000 000 380	2026 Back to School Tab
Check Total:							\$289.00			
HOME	54461	CH	1	1161	I.S.D. #2190 YME SCHOOLS	09/30/2026	\$110.00	100385	E 01 020 292 970 000 369	9/28 Cross Country
Check Total:							\$110.00			
HOME	54462	CH	1	1771	I.S.D. #2890 RCW	09/30/2026	\$110.00	100395	E 01 020 292 970 000 369	9/24 Cross Country Entry Fee
Check Total:							\$110.00			
HOME	54463	CH	1	2823	KATHY KALENBERG	09/30/2026	\$140.00	100397	E 01 020 296 978 000 305	9/28 Volleyball Official
Check Total:							\$140.00			
HOME	54464	CH	1	6253	Kristina Nelson	09/30/2026	\$140.00	100400	E 01 020 296 978 000 305	10/6 Volleyball Officials
Check Total:							\$140.00			
HOME	54465	CH	1	5764	LORI CACKA	09/30/2026	\$140.00	100398	E 01 020 296 978 000 305	9/28 Volleyball Officials
Check Total:							\$140.00			
HOME	54466	CH	1	1883	MARCO TECHNOLOGIES, LLC	09/30/2026	\$72.75	100392	E 01 005 110 000 000 305	shred service
Check Total:							\$72.75			
HOME	54468	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	09/30/2026	\$201.49	100391	E 01 020 810 000 000 401	Repairment of Angle Stop in Room 157a
Check Total:							\$201.49			
HOME	54469	CH	1	02290	MN COUNCIL 65 AFSCME	09/30/2026	\$313.27	100369	B 01 215 044	Union Dues
Check Total:							\$313.27			
HOME	54470	CH	1	00866	Montevideo Senior High School	09/30/2026	\$125.00	100394	E 01 020 292 970 000 369	10/6 Cross Country
Check Total:							\$125.00			
HOME	54471	CH	1	4169	MREA	09/30/2026	\$1,768.00	100388	E 01 005 020 000 000 820	26-27 ISD Membership
Check Total:							\$1,768.00			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54472	CH	1	4948	NICOLLET HIGH SCHOOL	09/30/2026	\$300.00	100396	E 01 020 296 978 000 369	Entry Fee, VB tourney, 10/3
Check Total:							\$300.00			
HOME	54473	CH	1	00117	REDWOOD AREA SCHOOLS - ISD #2897	09/30/2026	\$125.00	100387	E 01 020 292 970 000 369	10/1 Cross Country
Check Total:							\$125.00			
HOME	54474	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2026	\$100,951.61	100386	E 01 005 760 000 720 360	September Routes
HOME	54474	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2026	\$4,426.14	100386	E 01 005 760 000 720 360	Aug/Sept Extra Curricular
HOME	54474	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2026	\$0.00	100386	E 01 005 760 000 720 441	August Fuel - Gas
HOME	54474	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	09/30/2026	\$0.00	100386	E 01 005 760 000 720 441	August Fuel - Diesel
Check Total:							\$105,377.75			
HOME	54475	CH	1	4419	TASC	09/30/2026	\$1,133.04	100351	E 01 005 160 000 000 305	Admin fees - closeout
Check Total:							\$1,133.04			
HOME	54476	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	09/30/2026	\$15.00	100381	B 01 215 000	Payroll Deductions
Check Total:							\$15.00			
HOME	54477	CH	1	5788	Brad Wolters	10/08/2026	\$150.00	100448	E 01 020 294 973 000 305	10/9 Football Official
Check Total:							\$150.00			
HOME	54478	CH	1	3755	CONWAY, DEUTH & SCHMIESING	10/08/2026	\$19,500.00	100427	E 01 005 110 000 000 305	9/30/26 Audit Fee - Progress billing
Check Total:							\$19,500.00			
HOME	54479	CH	1	6363	Dashir Management Services, Inc.	10/08/2026	\$2,223.07	100404	E 01 005 810 000 000 305	Custodial Management 9/6 - 9/19
HOME	54479	CH	1	6363	Dashir Management Services, Inc.	10/08/2026	\$6,707.99	100404	E 01 005 810 000 000 305	Custodial Management 9/20 - 10/3
HOME	54479	CH	1	6363	Dashir Management Services, Inc.	10/08/2026	\$23.08	100404	E 01 005 810 000 000 305	Facility Manager Cell Phone
Check Total:							\$8,954.14			
HOME	54480	CH	1	5381	DFAULT PUBLISHING INC	10/08/2026	\$3,075.00	100418	E 21 020 298 950 301 401	HS Yearbook , covers etc.
Check Total:							\$3,075.00			
HOME	54481	CH	1	4477	EDUCATORS BENEFIT CONSULTANTS, L	10/08/2026	\$70.25	100417	E 01 005 160 000 000 305	ACS TPA Monthly Fee
Check Total:							\$70.25			
HOME	54482	CH	1	6273	Health Partners	10/08/2026	\$1,900.00	100431	E 01 005 720 000 342 375	School Nurse Services September 2026
Check Total:							\$1,900.00			
HOME	54483	CH	1	02203	HILLYARD Inc.	10/08/2026	\$132.11	100429	E 02 005 770 000 701 401	Kitchen supply - cloth, trash cans
HOME	54483	CH	1	02203	HILLYARD Inc.	10/08/2026	\$442.49	100402	E 01 020 810 000 000 401	90290677 garbage liners
HOME	54483	CH	1	02203	HILLYARD Inc.	10/08/2026	\$745.67	100403	E 02 005 770 000 701 401	Kitchen supply - sanitizer, detergent, cloth
Check Total:							\$1,320.27			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54484	CH	1	3072	I.S.D. #0206 ALEXANDRIA AREA HIGH S	10/08/2026	\$310.00	100432	E 01 020 296 978 000 369	10/10 Volleyball Entry Fee
Check Total:							\$310.00			
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$325.14	100422	E 02 005 770 000 701 490	SY - Lunch
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$4,423.03	100423	E 02 005 770 000 701 490	SY - Lunch
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$3,260.29	100424	E 02 005 770 000 701 490	SY - Lunch
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$2,396.04	100425	E 02 005 770 000 701 490	SY - Lunch
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$404.83	100421	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$1,121.45	100426	E 02 005 770 000 705 490	SY - Breakfast
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$1,369.59	100434	E 02 005 770 000 705 490	SY - Breakfast
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$283.76	100435	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	(\$25.40)	100436	E 02 005 770 000 701 401	CREDIT - MISSED BY DRIVER
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$852.87	100437	E 02 005 770 000 705 490	SY - Breakfast
HOME	54485	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/08/2026	\$197.60	100420	E 02 005 770 000 701 401	SY - SUPPLIES
Check Total:							\$14,609.20			
HOME	54486	CH	1	5413	JASON KUERSCHNER	10/08/2026	\$150.00	100446	E 01 020 294 973 000 305	10/9 Football Official
Check Total:							\$150.00			
HOME	54487	CH	1	4058	JOSH PAGGEN	10/08/2026	\$150.00	100447	E 01 020 294 973 000 305	10/9 Football Official
Check Total:							\$150.00			
HOME	54488	CH	1	6109	LAKELAND MEDIA	10/08/2026	\$260.25	100415	E 01 005 110 000 000 380	advertising
HOME	54488	CH	1	6109	LAKELAND MEDIA	10/08/2026	\$500.00	100414	E 01 005 110 000 000 380	advertising
Check Total:							\$760.25			
HOME	54489	CH	1	5214	MAC'S HARDWARE	10/08/2026	\$9.95	100409	E 01 020 810 000 000 401	908930 flyswatter
HOME	54489	CH	1	5214	MAC'S HARDWARE	10/08/2026	\$33.98	100410	E 01 005 110 000 000 401	908942 tape, keyring bit holder
HOME	54489	CH	1	5214	MAC'S HARDWARE	10/08/2026	\$7.00	100411	E 01 005 110 000 000 401	908908 bulk fastener
HOME	54489	CH	1	5214	MAC'S HARDWARE	10/08/2026	\$33.99	100407	E 01 020 810 000 000 401	908889 toggle bolt
HOME	54489	CH	1	5214	MAC'S HARDWARE	10/08/2026	\$51.97	100433	E 01 005 110 000 000 401	909106 nut driver set, cord
HOME	54489	CH	1	5214	MAC'S HARDWARE	10/08/2026	\$78.98	100408	E 01 005 110 000 000 401	908895 hex set, bit set
Check Total:							\$215.87			
HOME	54490	CH	1	5273	MARK EGGERS	10/08/2026	\$150.00	100450	E 01 020 294 973 000 305	10/9 Football Official
Check Total:							\$150.00			
HOME	54491	CH	1	6362	Mark Schiroo	10/08/2026	\$140.00	100413	E 01 020 296 978 000 305	10/8 Volleyball Official
Check Total:							\$140.00			
HOME	54492	CH	1	5309	MARSHALL PUBLIC SCHOOLS	10/08/2026	\$50.00	100389	E 01 020 296 978 000 369	9/19 Junior High Volleyball Tournament

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54492	CH	1	5309	MARSHALL PUBLIC SCHOOLS	10/08/2026	\$50.00	100439	E 01 020 296 978 000 369	9/19 Junior High Volleyball Tournament
Check Total:							\$100.00			
HOME	54493	CH	1	5835	NAPA Auto Parts	10/08/2026	\$29.07	100401	E 01 020 810 000 000 401	804545 motor cycle
HOME	54493	CH	1	5835	NAPA Auto Parts	10/08/2026	\$11.29	100401	E 01 020 810 000 000 401	804545 gear oil
HOME	54493	CH	1	5835	NAPA Auto Parts	10/08/2026	\$7.86	100430	E 01 020 810 000 000 401	804948 break fluid
Check Total:							\$48.22			
HOME	54494	CH	1	00765	PAN-0-GOLD BAKING CO	10/08/2026	\$188.34	100440	E 02 005 770 000 701 490	Bread
HOME	54494	CH	1	00765	PAN-0-GOLD BAKING CO	10/08/2026	\$212.88	100441	E 02 005 770 000 701 490	Bread
Check Total:							\$401.22			
HOME	54495	CH	1	4397	PAUL RETTMANN	10/08/2026	\$140.00	100412	E 01 020 296 978 000 305	10/8 Volleyball Official
Check Total:							\$140.00			
HOME	54496	CH	1	00117	REDWOOD AREA SCHOOLS - ISD #2897	10/08/2026	\$2,102.96	100445	E 01 020 294 977 000 305	BOLD's Share of Boys Hockey Cost
Check Total:							\$2,102.96			
HOME	54497	CH	1	6147	Scripps National Spelling Bee, Inc.	10/08/2026	\$206.50	100416	E 01 015 206 000 433 430	Enrollment
Check Total:							\$206.50			
HOME	54498	CH	1	4721	SQUIRES, WALDSPURGER, & MACE, PA.	10/08/2026	\$406.00	100428	E 01 005 150 000 000 305	Legal Correspondence
Check Total:							\$406.00			
HOME	54499	CH	1	3282	THE MCDOWELL AGENCY, INC	10/08/2026	\$225.50	100419	E 01 005 110 000 000 305	Background checks
Check Total:							\$225.50			
HOME	54500	CH	1	5275	TONY PAGGEN	10/08/2026	\$150.00	100449	E 01 020 294 973 000 305	10/9 Football Official
Check Total:							\$150.00			
HOME	54501	CH	1	6331	Twenty4Seven Fire & Security Corporati	10/08/2026	\$4,296.00	100405	E 01 005 865 000 363 305	Low Voltage Access Control BOLD HS H
HOME	54501	CH	1	6331	Twenty4Seven Fire & Security Corporati	10/08/2026	\$60.00	100406	E 01 005 865 000 363 305	Access Control System Subscription - 202
Check Total:							\$4,356.00			
HOME	54502	CH	1	6376	Wulf Fabrication & Piping LLC	10/08/2026	\$18,171.54	100438	E 01 005 865 000 380 350	Tank Replacement Material and Labor
Check Total:							\$18,171.54			
HOME	54503	CH	1	5018	BRUCE KAARDAL	10/08/2026	\$80.00	100462	E 01 020 292 970 000 305	10/8 Cross Country
Check Total:							\$80.00			
HOME	54504	CH	1	01474	BOLD EDUCATION ASSOCIATION	10/15/2026	\$2,624.60	100481	B 01 215 040	B.O.L.D. Ed Asso Dues
Check Total:							\$2,624.60			
HOME	54505	CH	1	02290	MN COUNCIL 65 AFSCME	10/15/2026	\$615.07	100478	B 01 215 044	Union Dues
Check Total:							\$615.07			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54506	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	10/15/2026	\$15.00	100491	B 01 215 000	Payroll Deductions
Check Total:							\$15.00			
HOME	54507	CH	1	4502	Apple Store	10/14/2026	\$799.00	100506	E 01 005 630 257 302 555	MHQK4LL/A Mac Mini, 12C CPU, 12C GPU
Check Total:							\$799.00			
HOME	54508	CH	1	3615	BSN SPORTS, LLC	10/14/2026	\$1,155.04	100474	E 01 020 294 975 000 401	Gym Mat Tape
Check Total:							\$1,155.04			
HOME	54509	CH	1	01153	CENTRAL MN CHRISTIAN SCHOOLS	10/14/2026	\$90.00	100502	E 01 020 292 970 000 369	10/12 Cross Country
Check Total:							\$90.00			
HOME	54510	CH	1	00061	CHAPPELL CENTRAL	10/14/2026	\$755.41	100505	E 01 020 810 000 000 350	133852 Cleaned boilers and replaced gas
HOME	54510	CH	1	00061	CHAPPELL CENTRAL	10/14/2026	\$414.64	100531	E 01 020 810 000 000 350	Pressure switch on water heater replacer
HOME	54510	CH	1	00061	CHAPPELL CENTRAL	10/14/2026	\$375.00	100532	E 01 020 810 000 000 350	Boiler inspection
Check Total:							\$1,545.05			
HOME	54511	CH	1	00887	CITY OF BIRD ISLAND	10/14/2026	\$70.63	100470	E 01 015 810 000 000 330	utilities
Check Total:							\$70.63			
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$809.99	100469	E 02 005 770 000 701 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$15,389.78	100469	E 01 020 810 000 000 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$164.63	100465	E 02 005 770 000 701 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$3,127.89	100465	E 01 020 810 000 000 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$11.74	100468	E 02 005 770 000 701 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$223.00	100468	E 01 020 810 000 000 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$7.22	100467	E 02 005 770 000 701 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$137.10	100467	E 01 020 810 000 000 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$56.60	100466	E 02 005 770 000 701 330	utilities
HOME	54512	CH	1	00435	CITY OF OLIVIA	10/14/2026	\$1,075.36	100466	E 01 020 810 000 000 330	utilities
Check Total:							\$21,003.31			
HOME	54513	CH	1	6372	CoachComm, LLC	10/14/2026	\$5,250.00	100473	E 01 020 294 973 000 401	Cobalt Plus Football system-headsets
Check Total:							\$5,250.00			
HOME	54514	CH	1	5011	COUNTRY WIDE LUMBER	10/14/2026	\$340.38	100514	E 01 020 810 000 000 401	Materials for kindergarten room
Check Total:							\$340.38			
HOME	54515	CH	1	6296	Culligan of Olivia	10/14/2026	\$91.50	100516	E 01 020 810 000 000 401	salt, bottled water, cool rental
Check Total:							\$91.50			
HOME	54516	CH	1	6363	Dashir Management Services, Inc.	10/14/2026	\$858.00	100497	E 01 005 810 000 000 305	Custodial Management 9/20 - 10/3
HOME	54516	CH	1	6363	Dashir Management Services, Inc.	10/14/2026	\$6,707.99	100497	E 01 005 810 000 000 305	Custodial Management 10/4 - 10/17

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54516	CH	1	6363	Dashir Management Services, Inc.	10/14/2026	\$23.08	100497	E 01 005 810 000 000 305	Facility Manager Cell Phone
HOME	54516	CH	1	6363	Dashir Management Services, Inc.	10/14/2026	\$126.00	100497	E 01 005 810 000 000 305	Uniforms
Check Total:							\$7,715.07			
HOME	54517	CH	1	2247	DATA RECOGNITION CORPORATION	10/14/2026	\$482.50	100471	E 01 015 219 000 339 401	Form C Examiner's Kit C6545000
HOME	54517	CH	1	2247	DATA RECOGNITION CORPORATION	10/14/2026	\$30.06	100471	E 01 015 219 000 339 401	shipping
Check Total:							\$512.56			
HOME	54518	CH	1	4823	DEPARTMENT OF HUMAN SERVICES	10/14/2026	\$18.00	100513	E 01 020 402 000 740 433	SFY 2026 IEP Admin Fee
Check Total:							\$18.00			
HOME	54519	CH	1	02205	ECOLAB PEST ELIMINATION DIVISION, IN	10/14/2026	\$158.93	100498	E 01 015 050 000 000 401	pest control
Check Total:							\$158.93			
HOME	54520	CH	1	5686	EKON-O-PAC LLC	10/14/2026	\$135.00	100510	E 02 005 770 000 701 401	Clear handle bags
Check Total:							\$135.00			
HOME	54521	CH	1	1128	ELECTRO WATCHMAN INC	10/14/2026	\$104.85	100456	E 01 005 865 000 363 305	Fire Alarm Monitoring Olivia
HOME	54521	CH	1	1128	ELECTRO WATCHMAN INC	10/14/2026	\$104.85	100456	E 01 005 865 000 363 305	Fire Alarm Monitoring Bird Island
Check Total:							\$209.70			
HOME	54522	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF RE	10/14/2026	\$550.72	100458	E 01 005 760 000 733 442	vehicle supplies
Check Total:							\$550.72			
HOME	54523	CH	1	00653	H & L PRINTING	10/14/2026	\$252.00	100472	E 01 020 298 955 000 401	3 Ring Binders- 36 count
Check Total:							\$252.00			
HOME	54524	CH	1	02203	HILLYARD Inc.	10/14/2026	\$76.12	100457	E 02 005 770 000 701 401	Kitchen supply - dish sanitizer
Check Total:							\$76.12			
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$28.64	100475	E 05 005 120 000 000 350	Testing Calcuim Buffer
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$13.05	100475	E 05 005 120 000 000 350	Testing ph indicator
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$25.47	100475	E 05 005 120 000 000 350	Shipping/Handling
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$214.83	100476	E 05 005 120 000 000 350	Hypo Cal Chlor-Pucks
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$292.02	100476	E 05 005 120 000 000 350	Alkalinity Increaser
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$100.82	100476	E 05 005 120 000 000 350	Ph Increaser
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$39.24	100476	E 05 005 120 000 000 350	DPD Powder _test
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$12.83	100476	E 05 005 120 000 000 350	hardness reagent
HOME	54525	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	10/14/2026	\$85.00	100476	E 05 005 120 000 000 350	Shipping ad Handling
Check Total:							\$811.90			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54526	CH	1	00350	HUBIN PUBLISHING	10/14/2026	\$117.00	100503	E 01 005 110 000 000 380	Sub In County
Check Total:							\$117.00			
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$166.44	100517	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$565.62	100519	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$4,327.69	100520	E 02 005 770 000 701 490	SY - Lunch
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$407.25	100521	E 02 005 770 000 701 490	SY - Lunch
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$3,024.63	100522	E 02 005 770 000 701 490	SY - Lunch
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$323.65	100523	E 02 005 770 000 701 490	SY - Lunch
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$3,791.17	100524	E 02 005 770 000 701 490	SY - Lunch
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$762.78	100525	E 02 005 770 000 705 490	SY - Breakfast
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$897.45	100527	E 02 005 770 000 705 490	SY - Breakfast
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$370.73	100518	E 02 005 770 000 701 401	SY - SUPPLIES
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$913.53	100528	E 02 005 770 000 705 490	SY - Breakfast
HOME	54527	CH	1	5470	Indianhead Foodservice Distributor, Inc.	10/14/2026	\$19.05	100530	E 02 005 770 000 701 490	SY - Lunch
Check Total:							\$15,569.99			
HOME	54528	CH	1	5994	KIM WEGNER	10/14/2026	\$140.00	100544	E 01 020 294 973 000 305	10/15 Football Official
Check Total:							\$140.00			
HOME	54529	CH	1	5214	MAC'S HARDWARE	10/14/2026	\$192.92	100454	E 01 005 630 257 000 465	908738 drill bit sets, extension cords, surt
HOME	54529	CH	1	5214	MAC'S HARDWARE	10/14/2026	\$63.96	100455	E 01 005 110 000 000 401	908745 drywall anchors, extension cord
HOME	54529	CH	1	5214	MAC'S HARDWARE	10/14/2026	\$92.98	100452	E 01 005 110 000 000 401	908749 hex set, bit set
HOME	54529	CH	1	5214	MAC'S HARDWARE	10/14/2026	\$65.97	100453	E 01 005 110 000 000 401	908783 toggle blt, tensile bk, storage orga
HOME	54529	CH	1	5214	MAC'S HARDWARE	10/14/2026	\$20.98	100499	E 01 005 110 000 000 401	909154 tensile cable ties
HOME	54529	CH	1	5214	MAC'S HARDWARE	10/14/2026	\$56.17	100500	E 01 005 110 000 000 401	909184 crimping tool kit, bulk fastener, bol
HOME	54529	CH	1	5214	MAC'S HARDWARE	10/14/2026	\$63.98	100501	E 01 005 110 000 000 401	909202 caliper, amp fuse
Check Total:							\$556.96			
HOME	54530	CH	1	00219	MARCO TECHNOLOGIES LLC	10/14/2026	\$2,117.05	100512	E 01 005 110 000 000 560	contract payment - September 2026
Check Total:							\$2,117.05			
HOME	54531	CH	1	1883	MARCO TECHNOLOGIES, LLC	10/14/2026	\$63.75	100526	E 01 005 110 000 000 305	shred service
Check Total:							\$63.75			
HOME	54532	CH	1	3350	MENARDS	10/14/2026	\$4,382.34	100529	E 01 020 810 000 000 401	shelving, tie bar, wire, framing
Check Total:							\$4,382.34			
HOME	54533	CH	1	01326	MESPA	10/14/2026	\$195.00	100477	E 01 005 640 000 316 305	Legal Seminar : Mankato
Check Total:							\$195.00			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54534	CH	1	5151	MINNESOTA ELEMENTARY SCHOOL PRI	10/14/2026	\$195.00	100507	E 01 005 640 000 316 366	Mankato Legal Seminar
Check Total:							\$195.00			
HOME	54535	CH	1	6374	Mission Filtration	10/14/2026	\$1,279.84	100511	E 01 020 810 000 000 401	Air Filters
Check Total:							\$1,279.84			
HOME	54536	CH	1	00101	MN DEPT. OF LABOR & INDUSTRY	10/14/2026	\$50.00	100459	E 01 005 865 000 382 350	BOLD High School boiler, pressure vessel
Check Total:							\$50.00			
HOME	54537	CH	1	5835	NAPA Auto Parts	10/14/2026	\$19.77	100495	E 01 020 810 000 000 401	805294 belt
HOME	54537	CH	1	5835	NAPA Auto Parts	10/14/2026	\$7.99	100495	E 01 020 810 000 000 401	805294 fittings
HOME	54537	CH	1	5835	NAPA Auto Parts	10/14/2026	\$19.66	100496	E 01 020 810 000 000 401	805425 belt
HOME	54537	CH	1	5835	NAPA Auto Parts	10/14/2026	\$19.84	100496	E 01 020 810 000 000 401	805425 belt
Check Total:							\$67.26			
HOME	54538	CH	1	4185	NISSEN'S DAIRY DELIVERY	10/14/2026	\$843.03	100494	E 02 005 770 000 701 495	Olivia-Lunch-Milk
HOME	54538	CH	1	4185	NISSEN'S DAIRY DELIVERY	10/14/2026	\$1,339.40	100535	E 02 005 770 000 701 495	Olivia-Lunch-Milk
Check Total:							\$2,182.43			
HOME	54539	CH	1	00765	PAN-0-GOLD BAKING CO	10/14/2026	\$203.63	100537	E 02 005 770 000 701 490	Bread
HOME	54539	CH	1	00765	PAN-0-GOLD BAKING CO	10/14/2026	\$43.20	100536	E 02 005 770 000 701 490	Bread
Check Total:							\$246.83			
HOME	54540	CH	1	3436	ROCHESTER 100 INC	10/14/2026	\$168.00	100538	E 01 015 203 000 000 430	Nicky's Communicator English Folders (Me
HOME	54540	CH	1	3436	ROCHESTER 100 INC	10/14/2026	\$84.00	100533	E 01 015 201 000 000 460	Nicky's Red Folders
HOME	54540	CH	1	3436	ROCHESTER 100 INC	10/14/2026	\$10.30	100533	E 01 015 201 000 000 460	shipping
Check Total:							\$262.30			
HOME	54541	CH	1	4773	SCOTT BEEKMAN	10/14/2026	\$140.00	100543	E 01 020 294 973 000 305	10/15 Football Official
Check Total:							\$140.00			
HOME	54542	CH	1	1960	STEVE JOHNSON	10/14/2026	\$140.00	100545	E 01 020 294 973 000 305	10/15 Football Official
Check Total:							\$140.00			
HOME	54543	CH	1	1014	SUCCESS BY DESIGN, INC	10/14/2026	\$742.40	100534	E 01 015 200 000 000 401	5020-38 Daily Planner
HOME	54543	CH	1	1014	SUCCESS BY DESIGN, INC	10/14/2026	\$130.79	100534	E 01 015 200 000 000 401	shipping
HOME	54543	CH	1	1014	SUCCESS BY DESIGN, INC	10/14/2026	(\$74.24)	100534	E 01 015 200 000 000 401	discount
Check Total:							\$798.95			
HOME	54544	CH	1	3282	THE MCDOWELL AGENCY, INC	10/14/2026	\$225.50	100504	E 01 005 110 000 000 305	Background checks
Check Total:							\$225.50			

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void									
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Description
HOME	54545	CH	1	5995	TOM OGDahl	10/14/2026	\$140.00	100541	E 01 020 294 973 000 305 10/15 Football Official
Check Total:							\$140.00		
HOME	54546	CH	1	6023	United States Postal Service	10/14/2026	\$390.00	100451	E 01 005 010 000 000 401 Fee Renewal : USPS Marketing Mail
Check Total:							\$390.00		
HOME	54547	CH	1	5914	Wayne Hennen	10/14/2026	\$140.00	100542	E 01 020 294 973 000 305 10/15 Football Official
Check Total:							\$140.00		
HOME	54548	CH	1	02546	WEST CENTRAL SANITATION	10/14/2026	\$738.80	100509	E 01 015 810 000 000 332 sanitation services BI
HOME	54548	CH	1	02546	WEST CENTRAL SANITATION	10/14/2026	\$673.09	100508	E 01 015 810 000 000 332 sanitation services BI
Check Total:							\$1,411.89		
HOME	54549	CH	1	6206	Mary Kavan	09/30/2026	\$445.00	100548	E 01 020 258 231 000 350 Piano Tunings
Check Total:							\$445.00		
HOME	54550	CH	1	5599	MINNESOTA STATE HIGH SCHOOL LEAG	09/30/2026	\$2,746.00	100546	E 01 020 292 969 000 820 MSHSL Annual Dues
Check Total:							\$2,746.00		
Bank HOME Total:							\$270,546.16		
Report Total:							\$270,546.16		

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

						Pay/Void				
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	09/30/2026	\$332.50	100371	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	09/30/2026	\$687.54	100376	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	09/30/2026	\$904.18	100372	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	09/30/2026	\$479.21	100372	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	09/30/2026	\$2,695.89	100370	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	09/30/2026	\$333.38	100379	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	09/30/2026	\$116.68	100373	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	09/30/2026	\$11,089.73	100375	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	09/30/2026	\$27,514.10	100374	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	09/30/2026	\$4,484.68	100377	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	09/30/2026	\$6,647.69	100378	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	09/30/2026	\$28,175.33	100380	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	10/15/2026	\$332.50	100480	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	10/15/2026	\$925.02	100486	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	10/15/2026	\$1,185.02	100482	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	10/15/2026	\$400.00	100482	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	10/15/2026	\$10.42	100482	B 01 215 005	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	10/15/2026	\$639.62	100482	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	10/15/2026	\$400.00	100479	B 01 215 000	Payroll Deductions
HOME		NX	1	1677	AMERICAN FUNDS GROUP	10/15/2026	(\$400.00)	100479	B 01 215 000	Payroll Deductions
HOME		NX	1	1677	AMERICAN FUNDS GROUP	10/15/2026	(\$10.42)	100479	B 01 215 005	Payroll Deductions
HOME		NX	1	1677	AMERICAN FUNDS GROUP	10/15/2026	\$3,199.21	100479	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	10/15/2026	\$333.38	100489	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	10/15/2026	\$141.68	100483	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	10/15/2026	\$12,000.31	100485	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	10/15/2026	\$32,199.58	100484	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	10/15/2026	\$8,457.79	100487	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	10/15/2026	\$7,328.21	100488	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	10/15/2026	\$28,629.68	100490	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	10/15/2026	\$382.50	100539	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	10/15/2026	\$445.25	100540	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	00064	BREMER BANK, NA10	09/30/2026	\$30.00	100577	E 01 005 110 000 000 305	ACH Billing
HOME		NX	1	1772	XCEL ENERGY	09/30/2026	\$4,256.55	100567	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	1772	XCEL ENERGY	09/30/2026	\$4,269.34	100566	E 01 015 810 000 000 330	Electrical Statement

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	2390	CENTERPOINT ENERGY	09/30/2026	\$467.57	100576	E 01 020 810 000 000 331	Fuel for Buildings
HOME		NX	1	2812	HOMETOWN BANK	09/30/2026	\$44.95	100568	E 01 005 110 000 000 305	Merch Bank Billing
HOME		NX	1	5554	MN Public Employees Insurance Program	09/30/2026	\$48,562.74	100575	B 01 215 030	BCBS-Payroll Deductions
HOME		NX	1	5933	CENTURYLINK	09/30/2026	\$262.47	100571	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	5933	CENTURYLINK	09/30/2026	\$216.59	100570	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	6061	Granite Telecommunications, LLC	09/30/2026	\$178.52	100578	E 01 020 810 000 000 320	communications
HOME		NX	1	6074	Baker Tilly Muncipal Advisors, LLC	09/30/2026	\$1,750.00	100353	E 06 005 870 000 000 305	Interim Arbitrage Calc
HOME		NX	1	6104	Hudl	09/30/2026	\$16,000.00	100573	E 01 020 292 969 000 820	Hudl Streaming package- sponsored
HOME		NX	1	6232	Liberty Mutual Insurance	09/30/2026	\$50.00	100352	E 01 005 940 000 000 340	Annual Insurance Policy
HOME		NX	1	6257	Am Trust Finacial Services inc.	09/30/2026	\$2,720.00	100223	E 01 005 930 000 000 270	Workers' Comp SWC1618971 Premium Au
HOME		NX	1	6330	MedSurety	09/30/2026	\$148.00	100569	E 01 005 110 000 000 305	Monthly admin fees
HOME		NX	1	6330	MedSurety	09/30/2026	\$1,647.91	100569	B 01 215 028	HSA Funding
HOME		NX	1	6330	MedSurety	09/30/2026	\$299.00	100569	B 01 215 096	FSA Funding
HOME		NX	1	6330	MedSurety	09/30/2026	\$1,880.91	100569	B 01 215 028	HSA Funding
HOME		NX	1	6330	MedSurety	09/30/2026	\$89.93	100569	B 01 215 096	FSA Funding
HOME		NX	1	6330	MedSurety	09/30/2026	\$108.18	100569	B 01 215 096	FSA Funding
HOME		NX	1	6330	MedSurety	09/30/2026	\$299.00	100569	B 01 215 096	FSA Funding
HOME		NX	1	6333	Metropolitan Life Insurance Co - PFML	09/30/2026	\$3,049.20	100492	B 01 215 045	MN PFML Premiums
HOME		NX	1	6345	ICW Group	09/30/2026	\$3,137.00	100574	E 01 005 930 000 000 270	Worker's Comp 5000071856
HOME		NX	1	00219	MARCO TECHNOLOGIES LLC	09/30/2026	\$2,324.68	100572	E 01 005 110 000 000 560	contract payment
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$315.49	100581	B 01 215 031	Accident
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$17.90	100581	B 01 215 048	AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$180.38	100581	B 01 215 048	Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$180.60	100581	B 01 215 031	Critical Illness
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$2.55	100581	B 01 215 049	AD&D Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$3.80	100581	B 01 215 049	AD&D Spuse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$1,883.69	100581	B 01 215 032	Dental
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$6.70	100581	B 01 215 049	Life Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$63.79	100581	B 01 215 049	Life Spouse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$45.60	100581	B 01 215 031	Hospital Indemnity
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$855.79	100581	B 01 215 047	LTD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$14.40	100581	B 01 215 049	Vol AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$245.08	100581	B 01 215 049	Vol Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$179.77	100581	B 01 215 031	STD

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$128.18	100581	B 01 215 046	Vision
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 031	Accident
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$1.72	100583	B 01 215 048	AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$17.27	100583	B 01 215 048	Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 031	Critical Illness
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 049	AD&D Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 049	AD&D Spuse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$35.77	100583	B 01 215 032	Dental
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 049	Life Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 049	Life Spouse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 031	Hospital Indemnity
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$73.72	100583	B 01 215 047	LTD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$1.50	100583	B 01 215 049	Vol AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$75.80	100583	B 01 215 049	Vol Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$16.89	100583	B 01 215 031	STD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100583	B 01 215 046	Vision
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$325.26	100579	B 01 215 031	Accident
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$16.60	100579	B 01 215 048	AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$167.35	100579	B 01 215 048	Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$193.95	100579	B 01 215 031	Critical Illness
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$3.06	100579	B 01 215 049	AD&D Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$3.80	100579	B 01 215 049	AD&D Spuse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$1,919.46	100579	B 01 215 032	Dental
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$8.04	100579	B 01 215 049	Life Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$63.79	100579	B 01 215 049	Life Spouse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$45.60	100579	B 01 215 031	Hospital Indemnity
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$803.07	100579	B 01 215 047	LTD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$15.90	100579	B 01 215 049	Vol AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$258.38	100579	B 01 215 049	Vol Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$189.72	100579	B 01 215 031	STD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$128.18	100579	B 01 215 046	Vision
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$325.26	100580	B 01 215 031	Accident
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$18.32	100580	B 01 215 048	AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$184.62	100580	B 01 215 048	Life

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$193.95	100580	B 01 215 031	Critical Illness
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$3.06	100580	B 01 215 049	AD&D Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$3.80	100580	B 01 215 049	AD&D Spuse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$1,919.46	100580	B 01 215 032	Dental
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$8.04	100580	B 01 215 049	Life Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$63.79	100580	B 01 215 049	Life Spouse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$45.60	100580	B 01 215 031	Hospital Indemnity
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$874.06	100580	B 01 215 047	LTD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$15.90	100580	B 01 215 049	Vol AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$258.38	100580	B 01 215 049	Vol Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$189.63	100580	B 01 215 031	STD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$128.18	100580	B 01 215 046	Vision
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$338.29	100584	B 01 215 031	Accident
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$18.95	100584	B 01 215 048	AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$190.98	100584	B 01 215 048	Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$185.85	100584	B 01 215 031	Critical Illness
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$2.55	100584	B 01 215 049	AD&D Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$3.80	100584	B 01 215 049	AD&D Spuse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$1,919.46	100584	B 01 215 032	Dental
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$6.70	100584	B 01 215 049	Life Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$63.79	100584	B 01 215 049	Life Spouse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$57.00	100584	B 01 215 031	Hospital Indemnity
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$884.10	100584	B 01 215 047	LTD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$16.65	100584	B 01 215 049	Vol AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$259.98	100584	B 01 215 049	Vol Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$187.79	100584	B 01 215 031	STD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$146.48	100584	B 01 215 046	Vision
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$22.80	100585	B 01 215 031	Accident
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.63	100585	B 01 215 048	AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$6.36	100585	B 01 215 048	Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 031	Critical Illness
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 049	AD&D Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 049	AD&D Spuse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$35.77	100585	B 01 215 032	Dental

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 09/25/2026-10/22/2026

Pay/Void									
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Description
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 049 Life Dep
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 049 Life Spouse
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$11.40	100585	B 01 215 031 Hospital Indemnity
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$9.00	100585	B 01 215 047 LTD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 049 Vol AD&D
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 049 Vol Life
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$0.00	100585	B 01 215 031 STD
HOME		NX	1	6332	Metropolitan Life	09/30/2026	\$18.30	100585	B 01 215 046 Vision
HOME		NX	1	3683	Amazon	09/30/2026	\$6,415.84	100586	E 01 005 110 000 000 401 Supplies
HOME		NX	1	6307	US Bank	09/30/2026	\$15,124.80	100587	E 01 005 110 000 000 820 , staff dev
HOME		NX	1	6307	US Bank	09/30/2026	\$7,419.53	100588	E 01 005 110 000 000 820 , staff dev
Check Total:							\$317,920.60		
Bank HOME Total:							\$317,920.60		
Report Total:							\$317,920.60		

BOLD BOARD OF EDUCATION REGULAR MEETING

Monday, September 28, 2026 7:00 PM

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

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

I. Call to Order and Roll Call

Speaker(s): Chair
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

VI. Consent Items

Action(s):

I move to approve the consent items of approving bill payments, the August, 2026 General meeting minutes, and personnel changes as published in the board packet. This motion, made by Dr. Todd Frank and seconded by Michael Zimmerman, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Abstain (With Conflict)
Mary Ella Clouse: Yea
Dr. Todd Frank: Yea
Greg Peppel: Yea
Todd Sheehan: Yea

Michael Zimmerman: Yea

Voting Summary: Yea: 6, Nay: 0, Abstain (With Conflict): 1

VII. Reports

VII.A. Superintendent Report

VII.B. PK-6 Principal Report

VII.C. 7-12 Principal Report

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. Adopt Proposed 26 Payable 27 Levy

Action(s) :

I move to adopt the Proposed 26 Payable 27 Levy as shared in BoardBook. This motion, made by Brad Aaseth and seconded by Michael Zimmerman, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.B. Proposed stipend for Rob Van Der Hagen of \$2,500 for taking over facility manager duties over the summer. **Speaker(s) :** Superintendent Tydlacka

Action(s) :

I move to approve a \$2,500 stipend for Rob Van Der Hagen for taking over facility manager duties over the summer of 2026. This motion, made by Mary Ella Clouse and seconded by Sandy Benson, Carried.

Voting Detail:

Brad Aaseth: Yea
Sandy Benson: Yea
Mary Ella Clouse: Yea

Dr. Todd Frank: Yea
Greg Peppel: Yea
Todd Sheehan: Yea
Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

VIII.C. Approve the 2026-2027 fundraising activities. (Attachment) (Action)

Action(s):

I move to approve the CY2026-2027 fundraising activities as published in boardbooks. This motion, made by Michael Zimmerman and seconded by Sandy Benson, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.D. Resolution to Repeal Policy 750, Fund Balance

VIII.E. First and final reading of policy:

- **415 Mandated Reporting of Maltreatment of Vulnerable Adults.**

VIII.F. and third and final readings for policies:

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

Action(s):

I move to approve Policies: 415 Mandated Reporting of Maltreatment of Vulnerable Adults, 618, ASSESSMENT OF STUDENT ACHIEVEMENT, and 619 STAFF DEVELOPMENT FOR STANDARDS. This motion, made by Brad Aaseth and seconded by Michael Zimmerman, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.G. Second of three readings of Policy:

- **721, Procurement Policy**

VIII.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

VIII.I. Resolution for Acceptance of Gifts

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

Speaker(s): Chair Peppel

Action(s):

I 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. This motion, made by Dr. Todd Frank 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

Discussion: The board entered a closed session at 8:04 p.m.

VIII.K. Reopen general Board meeting

Action(s):

I move to end the closed door meeting and reopen the general board meeting. Time: 8:38 PM. This motion, made by Dr. Todd Frank and seconded by Sandy Benson, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

Discussion: Board reconvened at 8:38 p.m.

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

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**

Action(s):

I move to adjourn the meeting. 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

Discussion: Meeting adjourned at 8:40 p.m.

Board Secretary



BOLD Public Schools

CONSTRUCTION UPDATE | October 26, 2026

BOLD SCHOOL

nexus
SOLUTIONS®



CONSTRUCTION UPDATE | October 26, 2026

Bird Island Renovations

REMODEL & DEMO AREAS

Ongoing Work

- › Concrete masonry walls are going up for the vestibules

Up Next

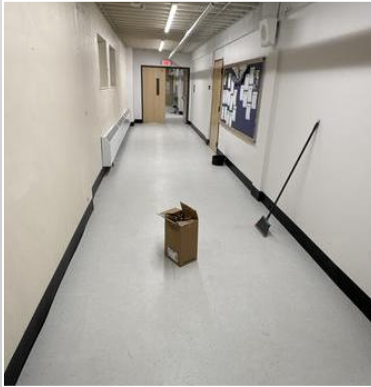
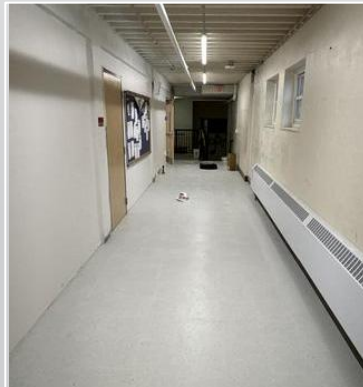
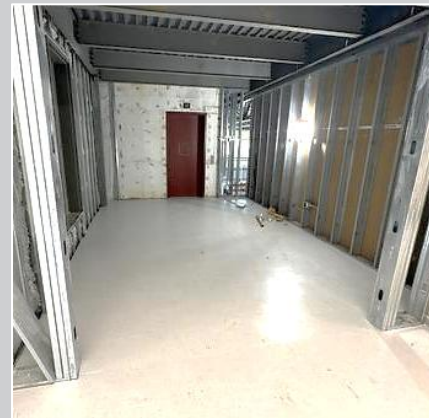
- › Slab on Grade (SOG) for vestibules
- › Exterior wall work for metal panel system





CONSTRUCTION UPDATE | October 26, 2026

Olivia Renovations



Finishing Touches

AREA B/C

- › Installed upper Science Wing flooring
- › Completing elevator lobby
- › Hallway linking Media Center and Band is coming together

AREA E/F/H

- › Front entrance sphere and landscaping completed
- › Area H ACCU is operational
- › Controls operational throughout the school
- › Ceiling tiles installed in SE room



CONSTRUCTION UPDATE | October 26, 2026

Olivia Renovations

NEW ADDITION

AREA D – Ongoing Work

- › All windows complete
- › All underground work complete, SOG installed
- › Framing/sheet rock walls
- › Completing concrete masonry walls in kitchen
- › Phased work on painting, tiling and ceiling
- › Installing electrical, HVAC ductwork, plumbing, steam and gas piping
- › Taping and mudding walls
- › HVAC in mezzanine for upstairs heat (science/band)
- › Receiving dock



Superintendent Board Report
BOLD Public Schools
October 26, 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
- Derek, Margaret, PE Teachers, Wrestling coaches, Nexus
-

- **General Updates:**

- BOLD Literary Club is reading *1984*, by George Orwell
- Veterans Day celebration at St. Aloysius 9am
- Getting North Hall Door Fobbed
- Gym floor to be done by Thanksgiving
- Kitchen is winterized
- City of Olivia is sharing baby trees with us
-

- **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

- Getting the North hall door fobbed, so that we can open up that part of the school to the community during the school day

- **Community Engagement**

- The Register
 - Permanent School Fund
- Lake Lillian Gas Station
 - Wise guys are voting “YES” for our students



BOLD Elementary Data

Fall 2026-27

Math (District)

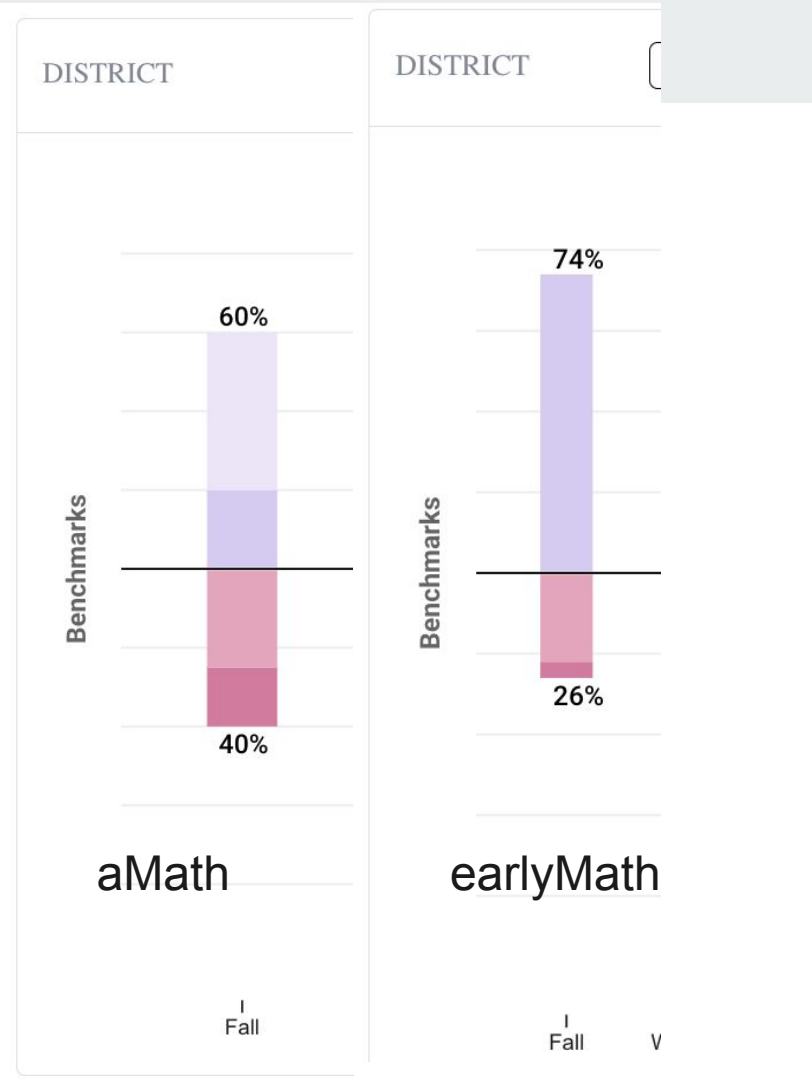


Strengths:

- Strong K-1 foundational math at 74% in earlyMath
- Strong Gr. 6 math performance at 77%
- Gr 4 outperformed the state average, 65.5% vs. 55.2%

Areas of Growth:

- Gr 2 at 51% below benchmark
- Gr 4 at 54% below benchmark
- Gr 5 MCA

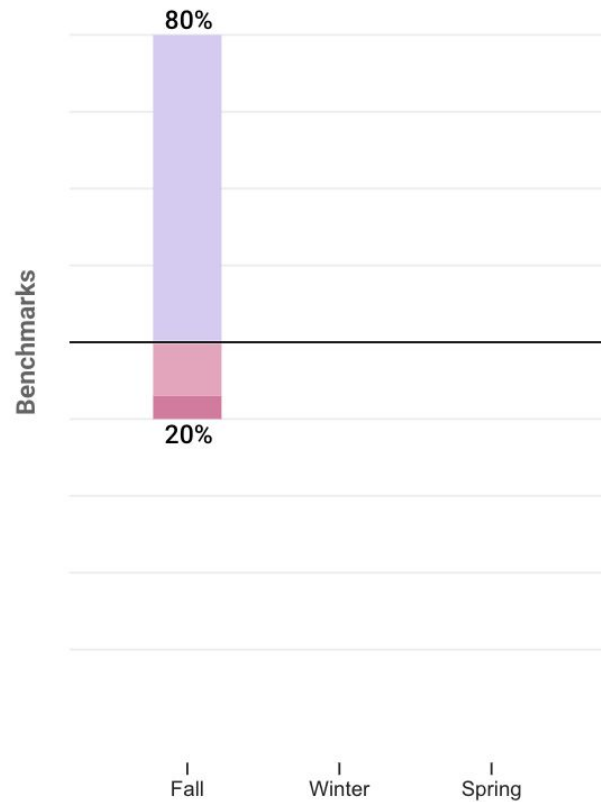




earlyMath (Kindergarten)

KINDERGARTEN

No data to compa...

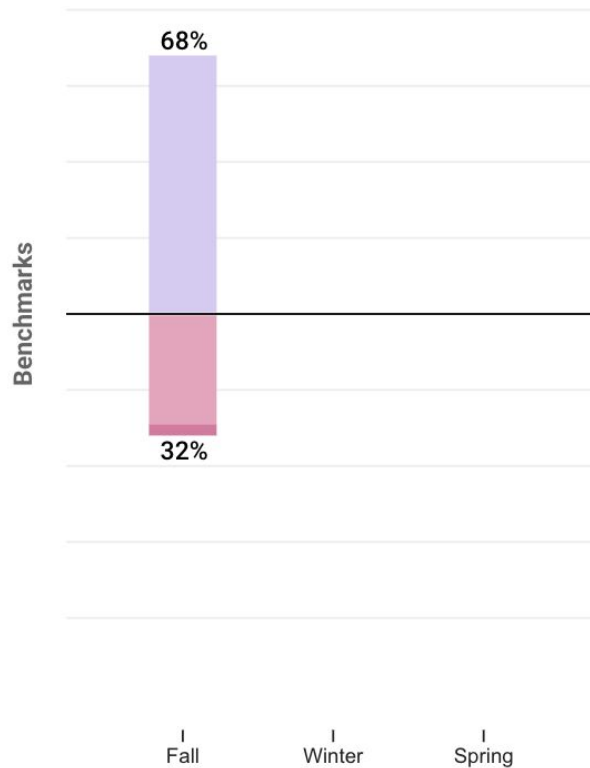




earlyMath (Gr 1)

ONE

No data to compa...





aMath (Gr. 2)

TWO

No data to compa...

Benchmarks

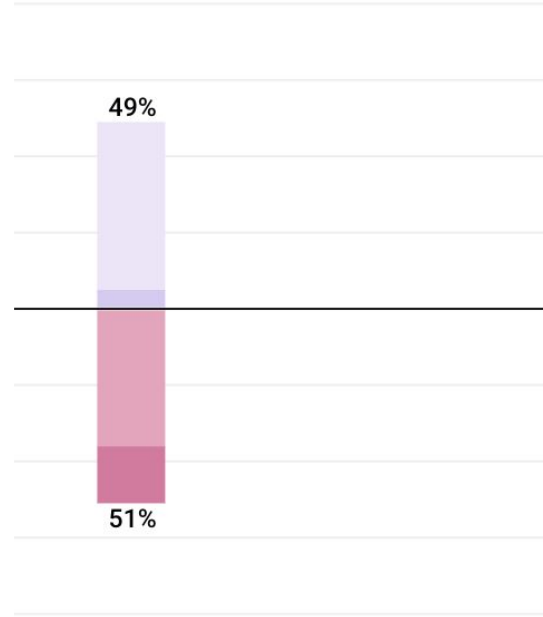
49%

51%

Fall

Winter

Spring

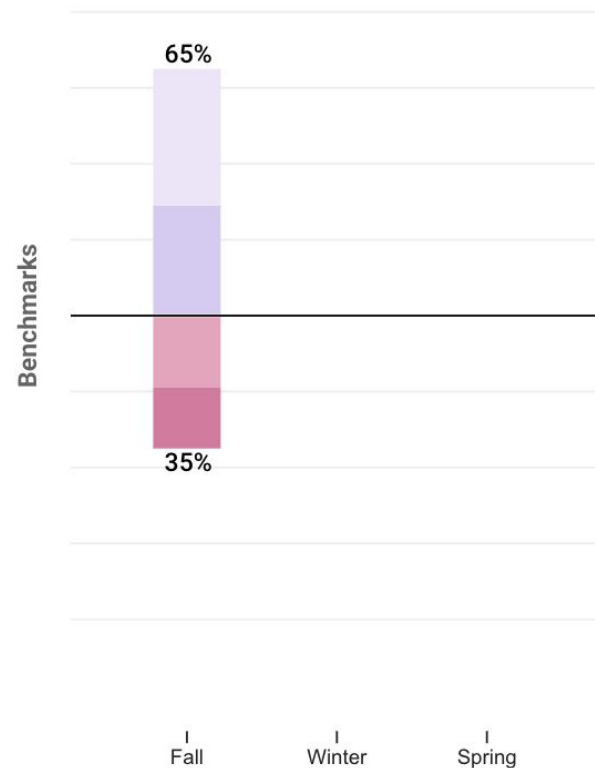




aMath (Gr. 3)

THREE

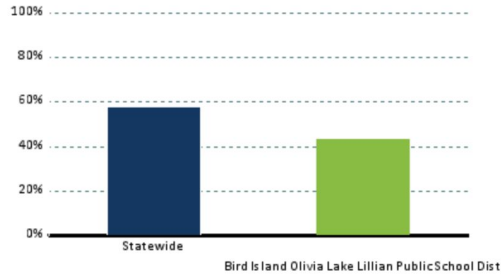
No data to compa...



Math (Gr. 4)

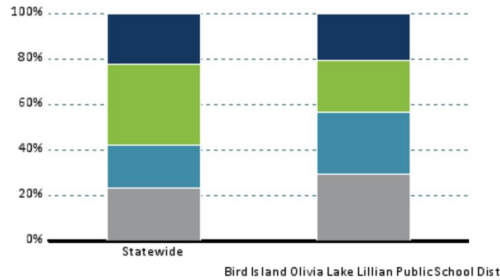
Summary Proficiency

2026 Math All Standards-Based (MCA/MTAS/ALTMCA) Grade 03
All Students



Student Achievement Level

2026 Math All Standards-Based (MCA/MTAS/ALTMCA) Grade 03
All Students



Measure	Exceeds	Meets	Partially Meets	Does Not Meet
Statewide				
Count	13,589	21,824	11,481	14,287
Percent	22.2%	35.7%	18.8%	23.4%
Bird Island-Olivia-Lake Lillian Public School Dist				
Count	9	10	12	13
Percent	20.5%	22.7%	27.3%	29.5%

FOUR

No data to compa...

Benchmarks

46%

54%

Fall

Winter

Spring

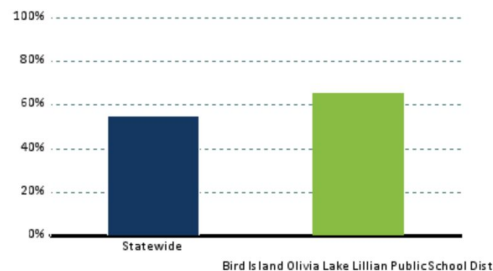
FIVE

No data to compa...

Math (Gr. 5)

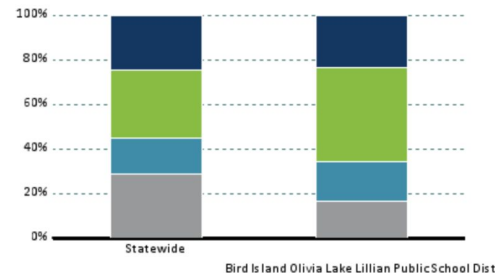
Summary Proficiency

2026 Math All Standards-Based (MCA/MTAS/ALTMCA) Grade 04
All Students



Student Achievement Level

2026 Math All Standards-Based (MCA/MTAS/ALTMCA) Grade 04
All Students



Benchmarks

67%

33%

Fall

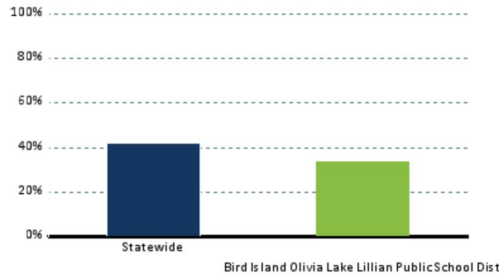
Winter

Spring

Math (Gr. 6)

Summary Proficiency

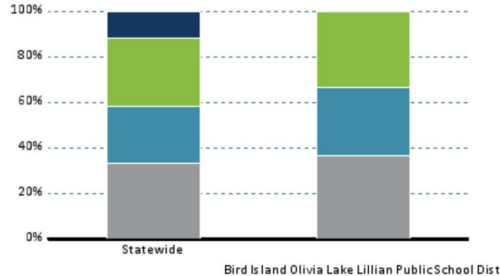
2026 Math All Standards-Based (MCA/MTAS/ALTMCA) Grade 05
All Students



Organization	Percent Proficient	Count Proficient	Tested Count
Statewide	41.9%	25,658	61,256
Bird Island-Olivia-Lake Lillian Public School Dist	33.3%	11	33

Student Achievement Level

2026 Math All Standards-Based (MCA/MTAS/ALTMCA) Grade 05
All Students

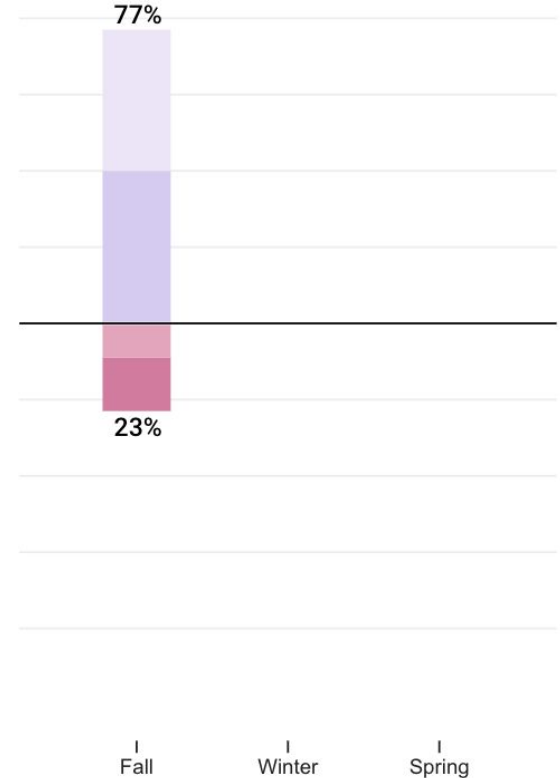


Measure	Exceeds	Meets	Partially Meets	Does Not Meet
Statewide				
Count	7,050	18,608	15,226	20,372
Percent	11.5%	30.4%	24.9%	33.3%
Bird Island-Olivia-Lake Lillian Public School Dist				
Count	0	11	10	12
Percent	0.0%	33.3%	30.3%	36.4%

SIX

No data to compa...

Benchmarks



aReading (District)



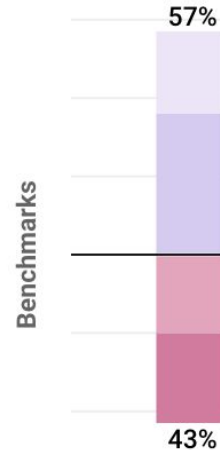
Strengths:

- Kindergarten entry skills at 69% of students meeting benchmark
- High overall Gr. 6 literacy at 70% meeting benchmark

Areas of Growth:

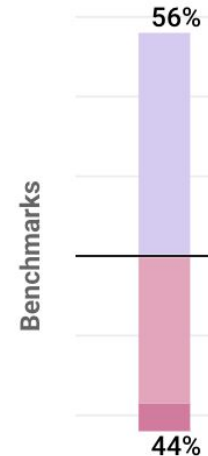
- Drop in Gr. 1 at 59% below benchmark
- Oral reading fluency in Gr. 2-3 at 53% below benchmark
- MCA Reading proficiency lags statewide metrics

DISTRICT



Fall

DISTRICT



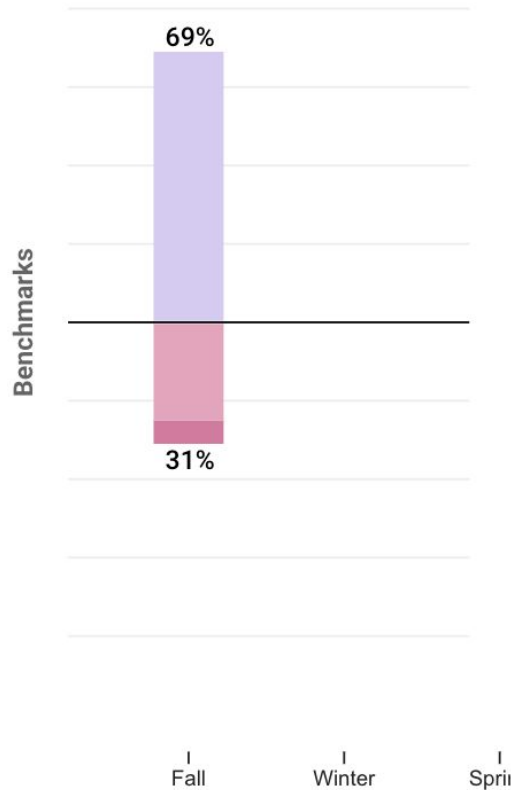
Fall



earlyReading (Kindergarten)

KINDERGARTEN

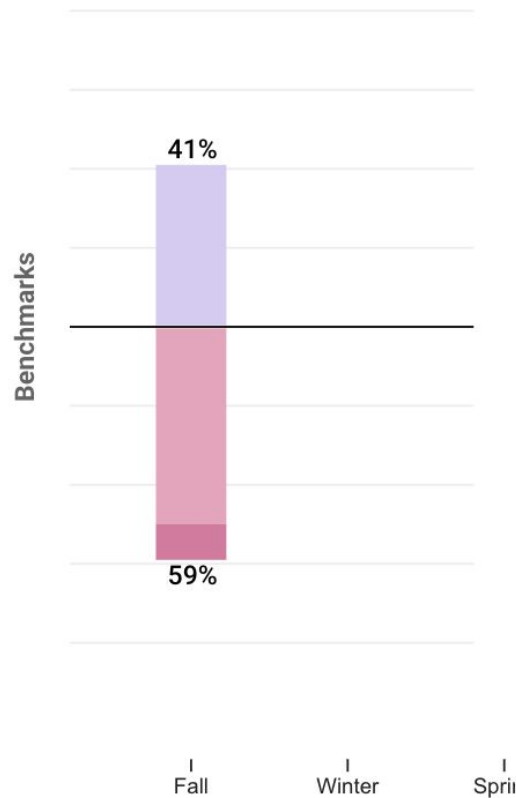
No data to compa...



earlyReading (Gr. 1)

ONE

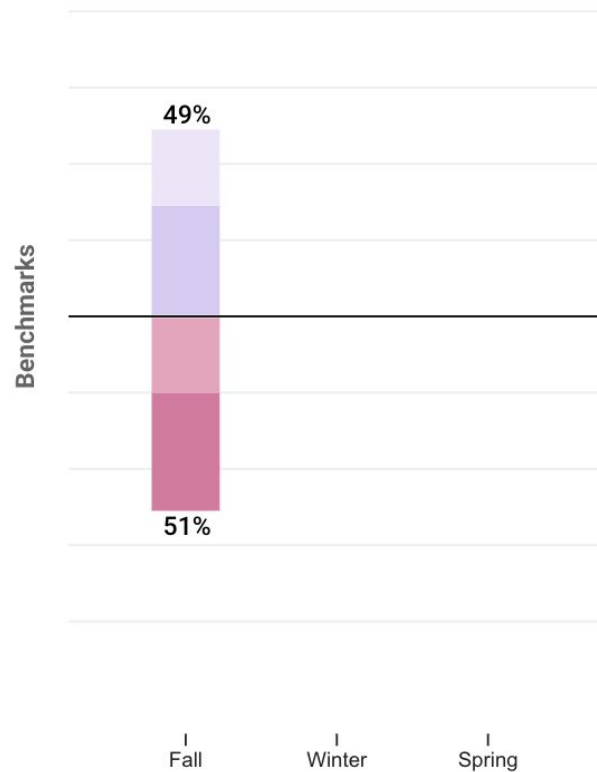
No data to compa...



aReading (Gr. 2)

TWO

No data to compa...

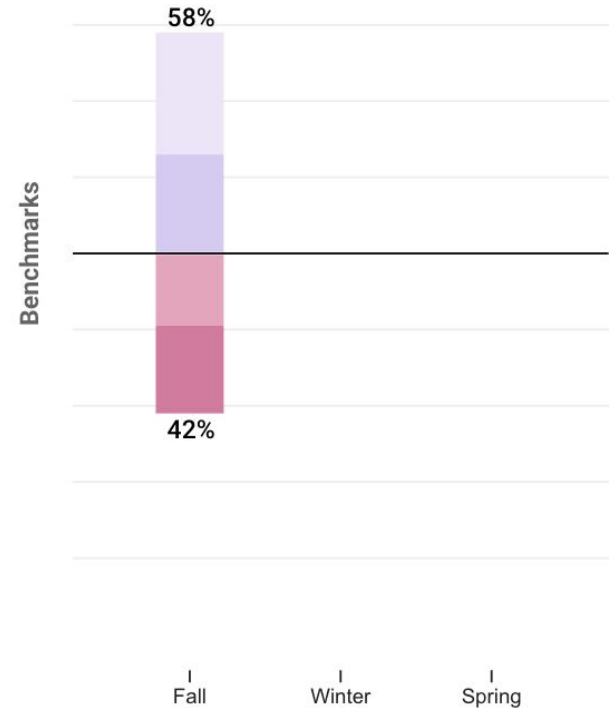


THREE

No data to compa...



aReading (Gr. 3)

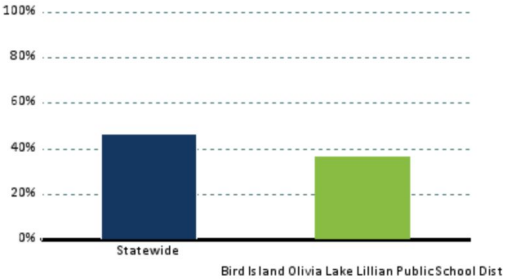




Reading (Gr. 4)

Summary Proficiency

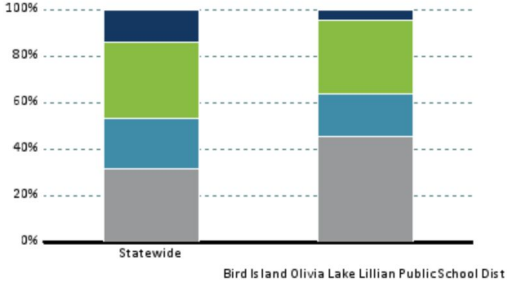
2026 Reading All Standards-Based (MCA/MTAS/ALTMCA) Grade 03
All Students



Organization	Percent Proficient	Count Proficient	Tested Count
Statewide	46.8%	28,589	61,127
Bird Island-Olivia-Lake Lillian Public School Dist	36.4%	16	44

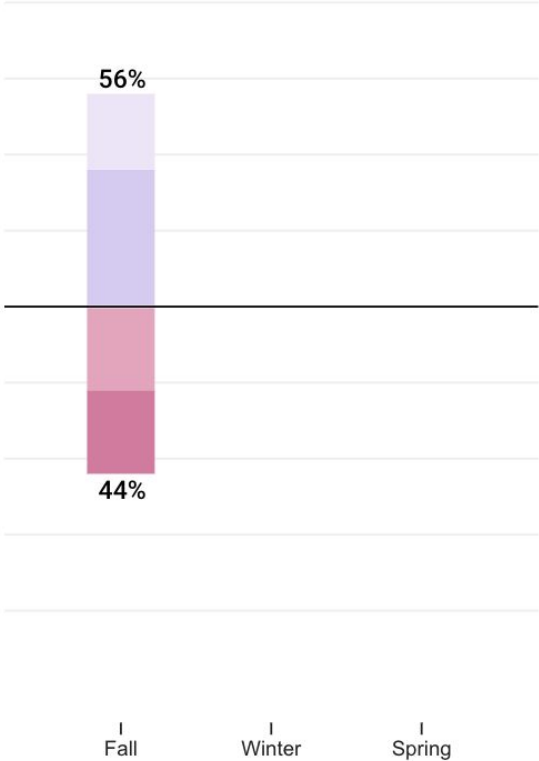
Student Performance Level

2026 Reading All Standards-Based (MCA/MTAS/ALTMCA) Grade 03
All Students



Measure	Advanced	Meets	Intermediate	Beginning
Statewide				
Count	8,620	19,969	13,257	19,281
Percent	14.1%	32.7%	21.7%	31.5%
Bird Island-Olivia-Lake Lillian Public School Dist				
Count	2	14	8	20
Percent	4.5%	31.8%	18.2%	45.5%

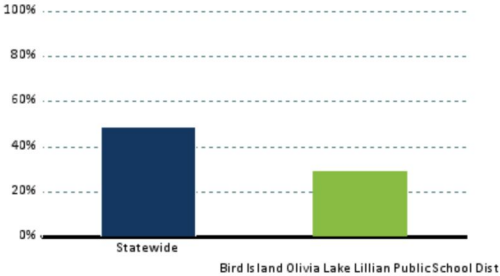
Benchmarks



Reading (Gr. 5)

Summary Proficiency

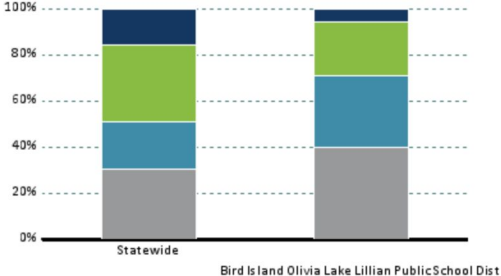
2026 Reading All Standards-Based (MCA/MTAS/ALTMCA) Grade 04 All Students



Organization	Percent Proficient	Count Proficient	Tested Count
Statewide	48.8%	30,755	63,043
Bird Island-Olivia-Lake Lillian Public School Dist	29.1%	16	55

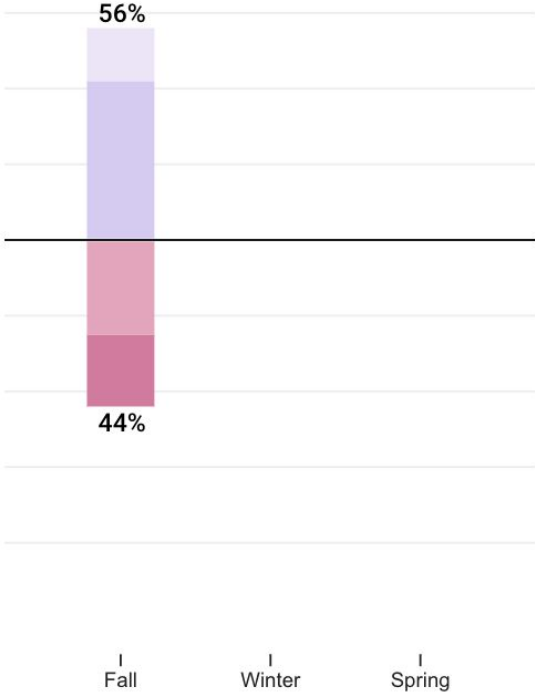
Student Performance Level

2026 Reading All Standards-Based (MCA/MTAS/ALTMCA) Grade 04 All Students



Measure	Advanced	Meets	Intermediate	Beginning
Statewide				
Count	10,015	20,740	13,047	19,241
Percent	15.9%	32.9%	20.7%	30.5%
Bird Island-Olivia-Lake Lillian Public School Dist				
Count	3	13	17	22
Percent	5.5%	23.6%	30.9%	40.0%

benchmarks

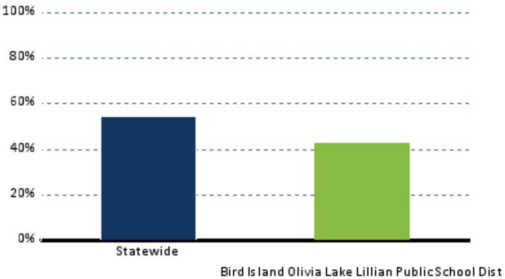




Reading (Gr. 6)

Summary Proficiency

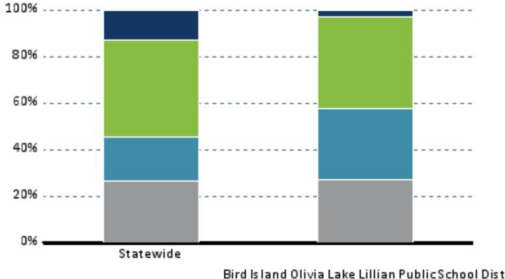
2026 Reading All Standards-Based (MCA/MTAS/ALTMCA) Grade 05
All Students



Organization	Percent Proficient	Count Proficient	Tested Count
Statewide	54.5%	33,374	61,289
Bird Island-Olivia-Lake Lillian Public School Dist	42.4%	14	33

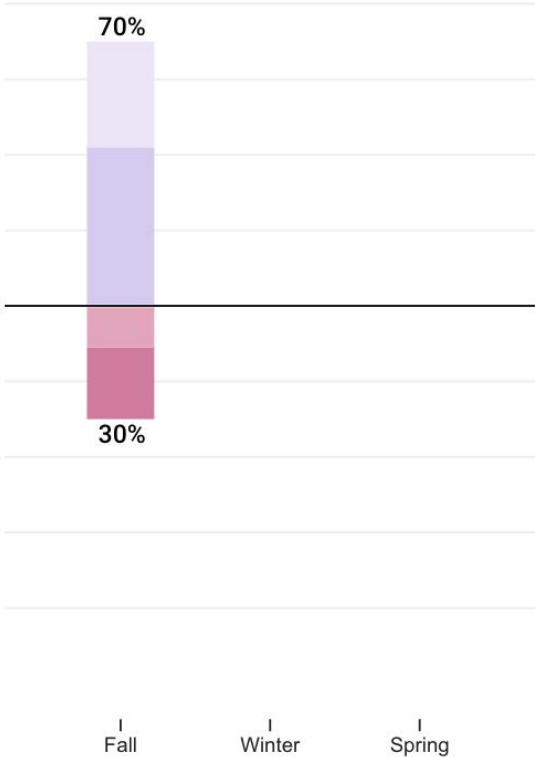
Student Performance Level

2026 Reading All Standards-Based (MCA/MTAS/ALTMCA) Grade 05
All Students



Measure	Advanced	Meets	Intermediate	Beginning
Statewide				
Count	7,898	25,476	11,517	16,398
Percent	12.9%	41.6%	18.8%	26.8%
Bird Island-Olivia-Lake Lillian Public School Dist				
Count	1	13	10	9
Percent	3.0%	39.4%	30.3%	27.3%

Benchmarks

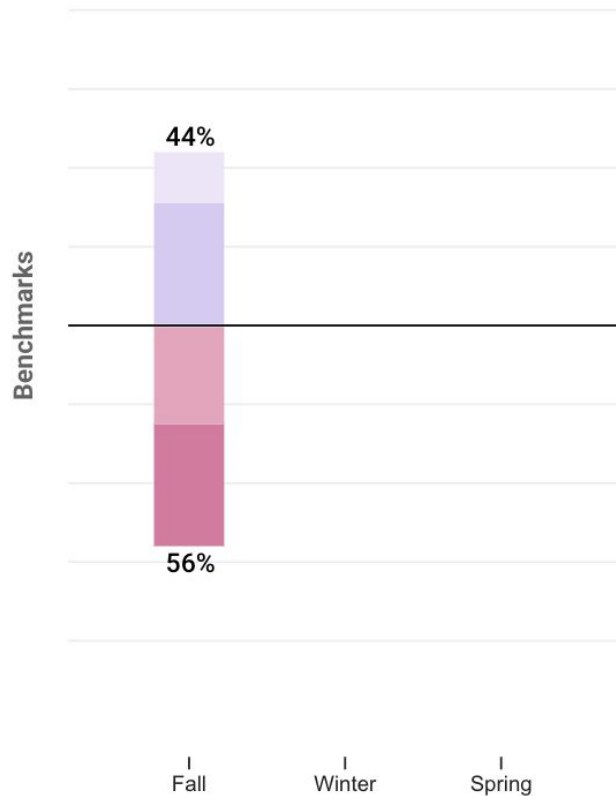


CBM-R (oral reading fluency)

Gr. 2

TWO

No data to compa...

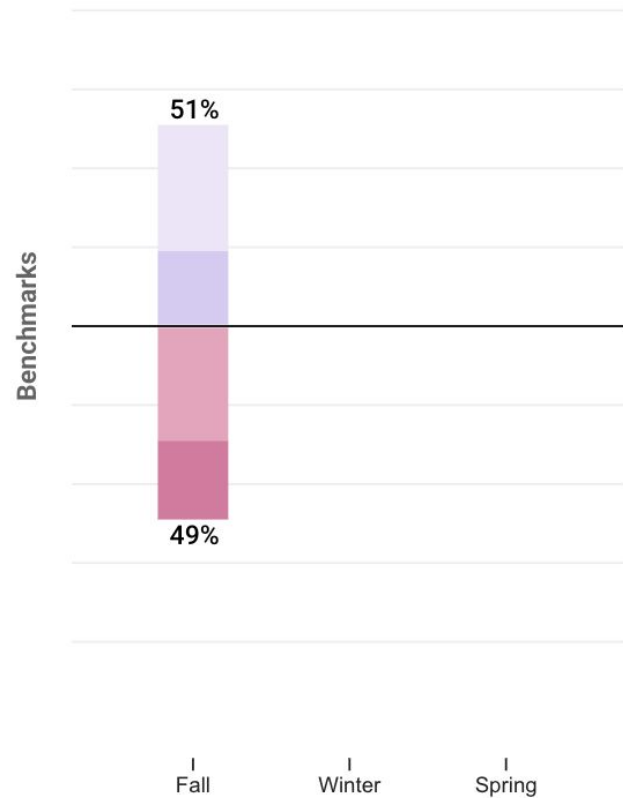


CBM-R (oral reading fluency)

Gr. 3

THREE

No data to compa...



Next steps:



1. Targeted K-1 phonics and decoding
 - a. UFLI implementation - currently on 2nd year of implementation
 - b. SWWC Support - 4 Cycle Walkthrough & Goal-setting
2. Fluency Building in Gr 2-3
 - a. Implement daily structured oral reading fluency routines and small-group guided practice to convert early phonics knowledge into fluent reading and comprehension

Next steps:



3. Math in Gr 2 & 4

- a. Focused interventions and support in the classroom

4. Progress Monitoring

- a. Re-evaluate Tier 2 and Tier 3 groups by measuring intervention growth rates

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.

October 2026

ACHIEVEMENT & OPPORTUNITY GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.	Responsive Classroom <ul style="list-style-type: none">- Next up: discuss our Hopes and Dreams to create Schoolwide Rules Fastbridge & MCA and Data (see attachment) Capti Read Basix <ul style="list-style-type: none">Testing for 4-6 wrapping upTesting for 7-12 coming up PLC - Renewed <ul style="list-style-type: none">- The elementary staff has been without "typical" PLCs for two years because of READ Act training (LETRS).- We had our first meeting this past Early Release Wednesday.- We are diving into ELA (English Language Arts) standards and benchmarks by unpacking them as grade-level teams.- Purpose: to develop a shared understanding of the learning expectations.- This work will help us...<ul style="list-style-type: none">- Clarify what students should know and be able to do- Identify the level of cognitive rigor required- Align instruction and assessment- Recognize curriculum gaps- Determine prerequisite skills- Develop big ideas and essential questions.- This is an important step in strengthening our collaborative work and ensuring instruction is aligned with the standards and student learning needs. Elementary Student Council <ul style="list-style-type: none">- Students vote on Friday, October 23- Grades 3-6
RECRUITMENT & RETENTION GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.	Mentoring and Induction <ul style="list-style-type: none">- Our mentors attended a training in October to further their work within our program.- Regular meetings & conversations with mentees- Monthly Roundtables
SAFETY & WELLNESS	National Bullying Prevention Month

GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.	Unity Day - October 21 <ul style="list-style-type: none">- Celebrated Unity Day by wearing orange- Agreeing to stand up against bullying Positive Office Referrals <ul style="list-style-type: none">- Best part of my day!																																							
ENROLLMENT	<table><tr><th>Grade</th><th>AUG</th><th>SEPT</th><th>OCT</th></tr><tr><td>K</td><td></td><td>36</td><td>36</td></tr><tr><td>1</td><td></td><td>34</td><td>34</td></tr><tr><td>2</td><td></td><td>46</td><td>45</td></tr><tr><td>3</td><td></td><td>31</td><td>31</td></tr><tr><td>4</td><td></td><td>45</td><td>45</td></tr><tr><td>5</td><td></td><td>60</td><td>59</td></tr><tr><td>6</td><td></td><td>36</td><td>36</td></tr><tr><td>ELEM TOTAL</td><td>0</td><td>288</td><td>286</td></tr></table>				Grade	AUG	SEPT	OCT	K		36	36	1		34	34	2		46	45	3		31	31	4		45	45	5		60	59	6		36	36	ELEM TOTAL	0	288	286
Grade	AUG	SEPT	OCT																																					
K		36	36																																					
1		34	34																																					
2		46	45																																					
3		31	31																																					
4		45	45																																					
5		60	59																																					
6		36	36																																					
ELEM TOTAL	0	288	286																																					

BOLD 7–12

Board Report — October 2026

THIS MONTH AT A GLANCE

CELEBRATE A great homecoming week, with every event held in the stadium, ideal weather, and students using their voice in front of staff.	WATCH Staff learning teams must choose their place-based education focus by the November 11 early out day.	AHEAD First quarter ends November 12; the musical runs November 19–22; fall sports enter playoffs.
---	--	--

ACADEMICS & ACHIEVEMENT

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

- Our students took part in several experiential learning events this fall:
 - September 25 — Motivational speaker Reggie Dabbs visited our school.
 - September 25 — Our junior class learned from and created with Lakota artist John Sterner.
 - October 1 — 10th graders attended the Rally the Region event to hear speaker Mark Perna talk about careers and opportunities.
 - October 6 — Grades 9–12 attended a motivational speaking event featuring Kyle Quilausing, hosted by Renville County at the RCW school.
- Homecoming week was a great week! The weather cooperated; we held all events in the stadium, and it worked out well. Thank you to Christena, the student council, and staff for all the planning!
- BOLD Ventures students met with Hometown Bank staff. Hometown Bank is the first of several area businesses that will work with our students to launch three student-run businesses at BOLD this year.
- Students in Mr. Schneider's first-hour algebra class are pictured with their SSR books. We have received several book donations from the community, and many students are enjoying the quiet reading time.
- The bell-to-bell cell phone policy is going well. We have seen a reduction in cell phone violations and tardy violations. From September 14 to October 21, we have had 3 tardy violations (three tardies equal a detention), compared with 8 during the same period last year. Cell phone violations at this point last year totaled 19, compared with 6 this year. We can't attribute the drop in tardies 100% to less cell phone use in the building, but early indicators say it may be an unintended but happy side effect.
- Anabel Kaufenberg earned 1st place in the National Rural Education Association Foundation's 2026 Essay Contest in the grades 5–8 division. Congratulations, Anabel!
- Four students from Mr. Staples' Human Rights class presented at our October 14 staff meeting. The class has been working on a Student Bill of Rights and shared some of their ideas with staff. It was awesome to see students using their voice in front of all of their teachers, and I was very proud of them!
- Mid-quarter was October 13, and first quarter ends on November 12.

STAFF & RECRUITMENT

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

- Staff is building their professional learning teams for the 2026–27 school year. The teams will work with our coach from Teton Science Schools to continue their learning in place-based education, and will present their

- work at a showcase of learning in May. Teams have until the November 11 early out day to decide on their work focus for the year. I am excited to learn from them.
- I attended the annual 504 law training, and it proved very informative once again. This was my third time attending; each year brings updated case law, and each year I learn something new.
- I also attended the LEAD CTE Network training for administrators on October 5–6 in St. Cloud. It was a very informative event, and the knowledge I gained will benefit our CTE work. Our new Ag/Science teacher, Karley Mills, attended the teacher induction version of the training, which is designed for new CTE teachers.

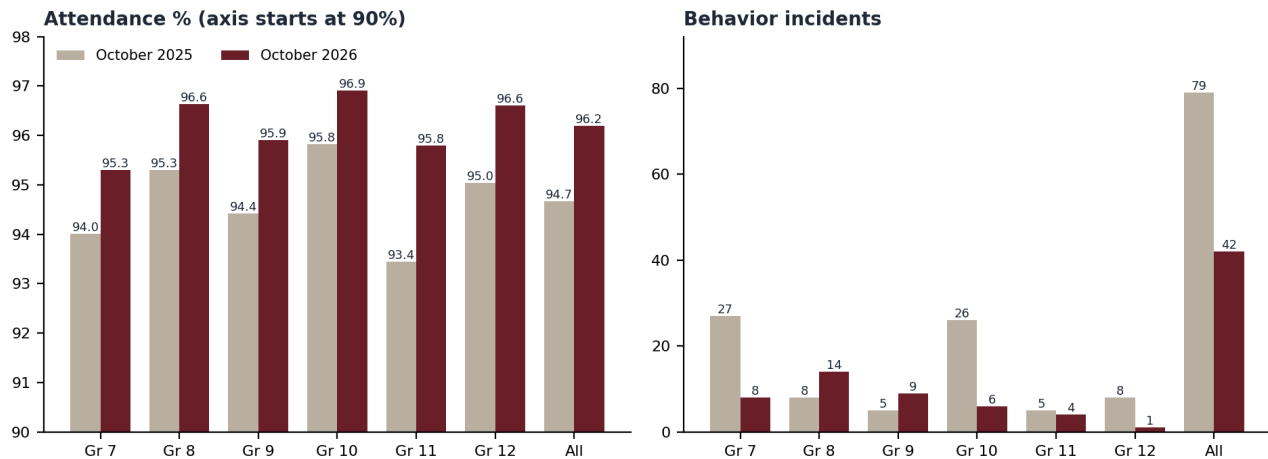
FACILITIES & OPERATIONS

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

- I want to give a shout-out to our staff and students for their continued resilience throughout the construction process. We now have flooring in the hallway where the Commons used to be, as well as flooring upstairs in the hallway by the science rooms. That was exciting to see!

BY THE NUMBERS

October attendance and behavior by grade level, this year compared with last year.



[26-27 Behaviors, Attendance, and Enrollment](#)

LOOKING AHEAD

- November 11 — Early out day; staff learning teams finalize their work focus
- November 12 — End of first quarter
- November 15–17 — I will be attending the Minnesota Rural Education Association conference
- November 19–20 — Next MACTA Fellowship meeting, with a workday at the Capitol in St. Paul and a second day at Anoka-Hennepin. My confidence in CTE and policy matters has already grown because of this fellowship.
- November 19–22 — Fall musical

PHOTO HIGHLIGHTS



The BOLD Ventures program pictured with Hometown Bank staff.



Mr. Schneider's first-hour algebra class with their SSR books.



Lakota artist John Sterner speaking with 11th-grade students in Mrs. Bahl's and Mr. Staples' classes.



Homecoming dance backdrop, a collaboration between the art class and shop.



Anabel Kaufenberg with her 8th-grade English teacher, Mr. Baker.

BOLD ACTIVITIES REPORT – 10/26/26

1. BOLD FOOTBALL TEAM - ACADEMIC ALL-STATE!

- A. The BOLD Football Team was awarded the GOLD Standard Academic All-State Award by the Minnesota Football Coaches Association! In spite of a tough year in the win-loss columns, this award requires a cumulative team GPA of over 3.25 for all sophomores-seniors. BOLD had a team GPA of 3.35 for 2026!

2. GYM SPACE

- A. BOLD has some real issues related to space for athletic and fine arts programs right now. As we get started with winter activities on 11/9, we are going to have to utilize some off campus facilities for practices. This is due to construction in the Olivia gym not being complete, and the wrestling room being used for food service for the foreseeable future. After meeting with Margaret and the wrestling coaches, and getting updates from FLR Sanders, I have reached out to the City of Olivia regarding the Armory and the City of Danube regarding the Danube Gym. We have a plan, but it is not convenient by any means.
- B. [Winter Facilities Schedule](#)

3. MSHSL FORM A GRANT

- A. BOLD will be submitting the MSHSL Form A Grant Application. To submit this grant I need the school board to approve and sign the grant resolution prior to November 6, 2026. This grant is meant to reimburse schools for the discounted rate for participation fees that we charge to students that qualify for free or reduced lunch status. BOLD's statistics that will be submitted along with this approved resolution are based on information from 2025-26 and the are as follows:
- i. Grade 9 = 22 students qualify for free or reduced lunch status
 - ii. Grade 10 = 34
 - iii. Grade 11 = 21
 - iv. Grade 12 = 21
 - v. 39 Total students that qualified for free or reduced lunch rates last year participated in BOLD activities in grades 9-12.
- B. We will not be applying for the MSHSL Form B Grant this year. The MSHSL Form B Grant is geared toward leadership training, health and safety, or transportation barriers that limit participation in activities. BOLD does not have an explicit need at this time that would qualify for that grant. We applied for the Form B Grant last year and used the money to pay Cathy Helin of Bearcat Coaching to speak at our All Sports Meeting in August of 2026, but we haven't had time to plan for that event next year at this point.

4. BOLD BOYS HOCKEY

- A. After several months of deliberation, Tim and I met on Monday, October 19, with five parents and a representative from Minnesota Hockey, the organization that runs youth hockey in Minnesota, to discuss the potential move of BOLD's Boy's Hockey Program towards a co-op with Willmar. This was first brought up to me by parents last winter, and with everything going on at BOLD it has been worked on in

the background for quite some time. This issue boils down to a few similarities and key differences between Willmar and Redwood Valley:

- i. **Student Experience** - The experience for BOLD hockey players at Redwood Valley has been great over the years. I spoke via email, and in person, with the families that are currently involved and they feel welcome and they have enjoyed the program dating back to their early years in the Redwood Area Hockey Association. Similarly, I have spoken with the families of our girls that have gone to Willmar for our hockey co-op. They have had a great experience there as well. I would expect the boys' experience in Willmar to be no different.
 - ii. **Travel** - The Willmar team will travel slightly further than the Redwood Valley team. Both schools have to travel a significant distance because outstate hockey in Southern Minnesota requires travel. This means a slightly higher cost and a bit more missed school time.
 - iii. **Cost** - The Willmar co-op will be a slightly higher cost than Redwood Valley. Our boys' hockey players in Redwood Valley cost BOLD \$1,547.63/player & our girls' hockey players in Willmar cost BOLD \$2,831.99/player. This is a difference of \$1,284.36/player, and I would expect the boys program in Willmar to be as expensive as the girls, or more expensive.
 - iv. **Youth Programs** - Minnesota Hockey will not change our affiliated status as a member of the Redwood Area Hockey Association. Regardless of which co-ops we enter with our varsity program, Minnesota Hockey will not react to that to change our youth hockey affiliation for BOLD families. The head of Minnesota Hockey's District 4 attended the meeting last week, and Jeremy Reed, Executive Director of Minnesota Hockey, have affirmed this. I will leave the youth programs out of the remaining points as that is not in flux at this time.
 - v. **State of the Programs** - The larger numbers at Willmar is a key difference to the state of the boys hockey programs, as I see it.. Willmar boys hockey offers a JV team every season, while Redwood Valley makes an annual decision regarding the numbers to determine if they have enough players for JV. Bantam hockey is typically offered for students in grades 8-9. This means, on a year that RAHA offers Bantams instead of an MSHSL JV program, there can be older freshman and sophomores that are moved up to varsity to fill numbers. The violent nature of hockey makes playing at the most appropriate level important for safety and development.
 - vi. **Program & Gender Consistency** - From an administrative standpoint, it is easiest to have our male and female players treated the same. Ideally, this would be in a consistent location from their youth program through high school, but that isn't possible for us since our youth are going to be in Redwood Falls, and Redwood Valley doesn't offer a girls' hockey program. However, having all our youth players in Redwood until they reach JV/varsity levels, and then all in Willmar after that point, makes our treatment of both genders equal.
 - vii. **Family Affiliation** - While there is some margin of error in this, there are currently 23 BOLD students involved in hockey at some level representing 15 families. From these families, I am confident that 3 prefer to stay with Redwood Valley, 7 prefer to move to Willmar, and I am uncertain of the affiliation of the other 5.
- B. With all of the points above considered, I believe consistency & safety are the most important to consider. Regardless of our history, if we were forming a new co-op at this time, I would choose to approach Willmar about that co-op. For these reasons, I think BOLD should look at discontinuing our boy's hockey co-op with Redwood Valley after the 2027-28 season. This will allow our two current varsity players to finish their careers with Redwood Valley. We would then apply for a boys' hockey co-op with Willmar for the 2028-29 season. Willmar has stated that they would accept BOLD as a partner in boys' hockey.

Community Ed - Board Report

October 2026

Fall Programing

BOLD Community Education has had a busy fall providing a variety of recreational, educational, and enrichment opportunities for students and adults.

Completed Fall Programs: Arts & Crafts Camp, 5th & 6th Grade Tackle Football, Flag Football, Volleyball Camp, and Cross Country Fun Run.

Ongoing & Upcoming Programs: Women's Strength, Mobility & Balance, STEM Camp, Arts & Crafts Camp, Boys' & Girls' Basketball Clinics, and 4-H Clover Adventures.

We continue to offer a variety of programs that promote physical activity, creativity, and learning while providing opportunities for community involvement.

Advisory Council Update

The BOLD Community Education Advisory Council held its quarterly meeting on September 30th at Max's Grill. Members received updates on Community Education, ECFE, and the BOLD Community Pool. Discussions focused on current programming, instructor recruitment, expanding youth and adult opportunities, and recruiting additional Advisory Council members. The council also reviewed the current Community Education payment structure and elected leadership positions. Our next meeting is scheduled for November.

Growth of Community Education

Position Growth & Increased Time Commitment

The Community Education Coordinator position is currently 0.4 FTE, or approximately 15 hours per week. As programming and administrative responsibilities have expanded, the time required to manage the program has increased. I regularly dedicate more than 20 hours per week, with additional time needed during busy programming periods.

While improved online systems have increased efficiency, the growth in programs has also increased responsibilities related to planning, instructor coordination, registration, marketing, communication, and financial oversight.

Increasing the position from 0.4 to 0.6 FTE (15 to 22.5 hours per week) would better reflect the current workload and provide the time necessary to maintain and continue growing BOLD Community Education.

PROGRAM OFFERINGS: BEFORE & AFTER

PROGRAM AREA	BEFORE JESS	AFTER JESS
Youth Athletics	Tackle Football, Flag Football, Volleyball, Basketball, Cross Country Fun Run, Little Pitchers Camp, Dance Camp	Tackle Football, Flag Football, Volleyball, Basketball, Cross Country Fun Run, Little Pitcher's Camp, Dance Camp, Cheerleading, Youth Pickleball Camp, JH Girls Weight Lifting, JH Boys Weight Lifting, & 5th & 6th Grade Speed & Agility, Vault Camp (Winter 2027)
Youth Enrichment	None	4H Robolab, 4H Clover Adventures, Summer Arts & Crafts Camp, Fall STEM Camp, Fall Arts & Crafts Camp
Adult Wellness & Recreation	Men's Morning Basketball, 2 Months of Pickleball/Walking (3 days per week)	Men's Morning Basketball, Women's Volleyball, Weekly Morning Pickleball/Walking (5 Months), Wednesday & Sunday Night Pickleball (5 months), Winter Women's Strength Training Classes (2 classes), Women's Strength, Mobility & Balance
Other Community Offerings	None	Parents Night Out, 2x per week open gym in the summer

KEY ACCOMPLISHMENTS

<u>Measure</u>	<u>Documented Results</u>
Grant Funding Secured	\$5,887.50 through two grants
Fall Financial Comparison	\$3,051.49 (2025-2026 Fall) to \$5,513.53 (2026-2027 Fall). +\$2,462.05 (+80.7%)
Summer Open Gym Attendance	30+ children regularly attending each session by the middle to end of summer
Community Education Social Media	Facebook group reactivated; approximately 2–3 posts weekly
Registration & Payments	Nearly all programs transitioned to online registration and payment
Programs Offered	Approximately 18 new program offerings

FINANCES

Historical financial information prior to the leadership transition was not available for comparison. The following figures document the reported results during the current tenure.

2025-2026 Finances

Fall	\$3,051.49
Winter/Spring	\$3,713.47
Summer	\$2,554.61

2026-2027 Finances

Fall	\$5,513.53
Winter/Spring	TBD - But we are already offering more activities than 2025-2026.
Summer	TBD

The reported fall amount increased by \$2,462.04, or approximately 80.7%, between the two reporting periods. Future winter/spring and summer results are not yet available. The original report notes that more winter/spring activities are already being offered for 2026–2027.

COST-SAVING INITIATIVES

One significant cost-saving change I implemented was eliminating the practice of including a T-shirt with every youth athletic registration. Previously, \$10 of each registration fee was allocated toward a shirt, but actual shirt costs had increased to \$15-\$22 each.

To address this, we reduced youth athletic registration fees by \$10 and introduced an optional, universal black "BOLD Warriors" T-shirt that families could purchase separately. This shirt can be worn for youth athletic performances at varsity events, reused across multiple activities, and worn to support BOLD athletics throughout the year.

The change has been well received, with over 150 shirts sold this fall. This approach has helped reduce program expenses, made registration more affordable, and provided families with a versatile shirt they can use beyond a single season.

GRANT FUNDING & COMMUNITY SUPPORT

Since taking over Community Education, we have successfully secured two grants totaling **\$5,887.50** to support and expand our programming.

We received a **\$4,387.50 grant from the Bird Island-Olivia Community Foundation (BIOCF)**, which allowed us to purchase equipment for our Parent's Night Out events and Open Gym programs.

Additionally, we received a **\$1,500 grant from Olivia Hospital & Clinic's PowerUP program**, which made it possible to offer free Open Gym opportunities to children in our community throughout the summer.

Although attendance at our summer Open Gyms started slowly, participation steadily increased as the summer progressed. By the end of the summer, we were regularly seeing **30 or more children attending each session**.

These grants have allowed us to expand recreational opportunities, eliminate financial barriers for families, and provide additional activities for children in our community at little or no cost.

ADMINISTRATIVE IMPROVEMENTS

Online registration and payment

Community Education has transitioned almost entirely to online registration and payment. Families typically pay when registering, reducing follow-up on unpaid registrations and improving tracking of enrollment, payments, revenue, and program expenses.

Pickleball and walking currently remain the exceptions that accept cash or checks. The posted pricing encourages online payment: \$20 per month by cash/check, or \$30 for two months when paid online.

Family Communication

The Arbiter system is used to send program information directly to families before camps and clinics, including schedules, locations, and expectations. Prompt updates also communicate cancellations or changes.

Marketing, Communications & Visibility

Reestablishing a consistent public presence has been a major priority. The Community Education Facebook group, previously inactive for several years, now receives approximately two to three posts each week featuring upcoming programs, current activities, announcements, and participant highlights.

Promotion uses several channels to reach families and community members: emails to BOLD and St. Mary's families, printed flyers sent home with students, Facebook posts, and the school website.

Program flyers and marketing materials are designed in Canva to be clear, professional, and eye-catching. Positive feedback from community members reflects the improved presentation and visibility of Community Education offerings.

Leadership, Initiative & Program Coordination

The expansion of Community Education has required active coordination beyond maintaining existing activities. Responsibilities described in this report include identifying program opportunities, recruiting and communicating with instructors, coordinating facilities and schedules, developing promotional materials, administering registration and payment processes, communicating with families, and helping secure external funding.

Launching and maintaining these offerings involves planning from initial concept through delivery: selecting activities, arranging instructors and spaces, setting up registration, marketing programs, monitoring participation, and responding to operational changes.

These improvements reflect a focus on making Community Education more organized, accessible, visible, and responsive to the needs of students, families, and community members.

Overall Impact & Looking Ahead

BOLD Community Education has expanded beyond its previous program mix to offer more youth enrichment, athletic, wellness, and community recreation opportunities. The program has secured nearly \$6,000 in grant support, strengthened communication, and streamlined registration and payment practices.

Continued priorities include sustaining successful programs, evaluating participation and financial outcomes, developing new community partnerships, and identifying additional opportunities for both youth and adults.

BOLD Community Pool Update – October, 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
- **Scheduled Lifeguarding Training** - Cancelled due to low registration
- **Daytime Water Exercise** - started on Monday October 19th
- Working on scheduling some additional private lessons.

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
- Due to construction and gym space we will be using the pool more in November than originally planned

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

October 2026

Custodial / Maintenance Report

Personnel Information

- Currently looking for another night shift and a maintenance/custodian position. With interviews to follow.
- Held a staff meeting to discuss how we can better provide a clean school for both Olivia and Bird Island.
- Jason Valentin hung paper towel dispensers and soap dispensers in the science rooms.

Training Conducted

- This month's OSHA required safety training being completed by our staff through Vector Safe Schools is – material safety data sheet.
- Other training conducted:
 - school emergency procedures

Inspections

- Currently working on putting a preventative maintenance program in place.
- Putting together a log of nightly/weekend building checks.

Progress on Projects

- Safety line paint on sidewalk by the bus loop.
- White boards/cork boards being hung for teachers and staff lounge.
- Boilers getting ready to be fired up for the heating season.

Comments

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

Respectfully Submitted,

Derrick Lothert
Facility Manager

Facilities Committee Agenda
Wednesday, Oct. 7, 2026
District Office Conference Room
4-5 pm

[GoogleMeet Link](#)

- **Information Items:**

- Construction Update
 - Band storage room has floor issue
 - Gym floor
 - Disputed area in big gym where new doors were installed
 - Need HVAC system working to gauge humidity
 - **Bird Island**
 - Footings and foundations completed
 - Backfill completed
 - CMU walls start this week, should be completed this week or Monday next week
 - Water barrier on new and existing CMU walls – next week
 - BI should wrap up by November
 - **Area D (New Build in NW Corner)**
 - Windows continue this week, wrapping up next week
 - Metal panel system install 10/14.
 - Link area
 - Drywall tape / mud wrapping up this week
 - Painting start this week, along with stairwell interior, science new CMU wall
 - Ceiling (grid / ACT, lights, and sprinkler) and flooring to happen over MEA
 - Science flooring over MEA (early release starting)
 - **Kitchen**
 - SOG (slab on grade) poured this week, Wednesday 10/7
 - Stud walls for kitchen starts Thursday, 10/8; CMU walls to start Monday, 10/12
 - Electrical and plumbing working with them for inwall items
 - This will take a couple weeks

- **Commons area**

- SOG prep / pour starting Wednesday, 10/7 (pour Friday, 10/9)
- Studs around south commons wall and around windows will start the week of 10/12
- Start above ceiling work in clerestory week of 10/12

- **South D**

- Underground plumbing and electrical continues in South Area D through this week.
- Planned for SOG in this area the 10/19
- Studs will starting 10/21

- Facilities Update

- **Discussion Items:**

- What can we do to make sure the kitchen does not freeze up?
 - Water line supplying the mobile kitchen has been insulated.
 - Is there a door coming for the North side of the tunnel?
- Cafeteria/Wrestling rooms

- **Action Items:**

Finance Committee Meeting Agenda
District Office Conference Room
October 14, 2026
4-5 pm

[GoogleMeet](#)

- **Information Items:**

- Nexus Update
 - Contingency balance
 - 100 K, There have been a lot of abatement invoices that will be paid back by the levy
 - 34.7 k for drywall in science rooms because of piping that needed to be replaced, chases
 - Add extra layer of sheetrock
- Budget Update
 - dept. / teacher budgets going out Nov. 1
- Transitional Sped transportation win
- Audit presentation to the board in December

- **Discussion Items:**

- PreK teachers with 3 year olds
- Extra freezer?
- Stipends for cooks
- Superior bill

- **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
 -

- **Action Items:**

Finance Committee Meeting Agenda

Room 122

August 12, 2026

4-5 pm

[GoogleMeet](#)

- **Information Items:**

- Nexus Update

- Area E

- Striping today, signage following; spheres are pushed out again, four more weeks.

- District office flooring started with prep, install Thursday and Friday, possibly into Monday. Ceiling work will be starting this week and work with the flooring people. Furniture Monday, 8/18

- Teachers lounge is slacking and might be one of the last areas.

- Toilet room- needs flooring. Pushing to have the ones in main school area done first.

- Cleaning next week??

- Area F

- HS SPED suite- flooring completed this week; furniture Monday, 8/18

- elem Sped suite- painting, flooring Monday / Tuesday, furniture following.

- Ceiling work needs to squeeze in this week

- Cleaning will be later next week

- Area B-

- Toilet rooms installing fixtures, partitions, and accessories

- Ceilings installed, finishing up MEP above

- Area C

- Locker rooms lockers installing

- Painting

- Ceiling work starting once the lockers are completed

- Area D-
- Steel resumed and moving nicely
- Brick is going up on the exterior- north side should be completed this week
- Roof starting on a reroof portion; working out phase plan for the roofing in phases

- Temp Kitchen plan
- Locking in the 48' trailer with a dishwasher- reviewed with Margaret. Getting a waking in freezer as well.
- Attached is the cleaning plan the floor in the multipurpose room

- Budget Update

- Nicole gave a budget update
 - We can afford to outsource our facilities management.
 - More cost in the beginning, but less cost down the road
 - Depts. Will receive their budgets this month
 - FY 27 working on July
 - Audit week Aug. 31
 - LTFM Application, ball in MDE's court

- **Discussion Items:**

- Outsourcing maintenance management
- Storage space-Rob's barn?
- Cafeteria trailer
- Custodian overtime

Meet and Confer Meeting Agenda & Notes

Replace the gray prompts with your own text.

Team: Meet and Confer	Date: 10/20/2026	Time: 4:00 - 4:35
Location: District Office Board Room	Facilitator: Tim Tydlaka	Note-taker: Sarah/Missy

Attendance

Check the box (or mark with an X) next to each person present.

☒ Tim Tydlaka	☒ Todd Frank	☒ Missy Honzay	☐ Name
☐ Greg Peppel	☒ Julia Church	☒ Trisha Neubauer	☐ Name
☒ Sandy Benson	☒ Sarah Iverson	☐ Name	☐ Name

Important Documents

Use each box to link important documents the team may use.

Norms

Team Norms (review at the start of every meeting — edit to match your team):

- Start and end on time.
- Stay focused on our purpose and the agenda.
- Everyone participates — all voices are heard and respected.
- Use data, not assumptions, to guide decisions.
- Follow through on the commitments we make.

Purpose of Team

A collaborative, formal forum where public school teachers and district administrators discuss working conditions, school policies, and operational issues.

Goal of This Meeting

Set a purpose for the team and set dates and times for quarterly meetings. Discuss any additional items brought to the meeting.

Agenda, Decisions & Action Items

One row per topic. Use it for review items, discussion, decisions, and what happens next.

Topic / Item for Review	Notes & Decisions	Action — Who — By When	Revisit On
Set a purpose for the team			
Set dates for future meetings	Feb 17th, 2027, May 19th, 2027, August 18th, 2027 4:00 pm meeting time	Sarah will create the calendar invites.	
School Facilities	Talked about current concerns and resilience around construction; wrestling mats in the small gym, Veterans' Day Program will be at the Armory		
Staff Updates	Custodial (Dashir), Future database use for maintenance		
Staff Resiliency	Tim is impressed with the resilience of the staff working through all the challenges of construction, (example shared finding locations for all the winter sports)		

Communication & Feedback

Who needs to hear about this?	What feedback do we need (and from whom)?

Follow-up / Homework Before Next Meeting

Task	Who	By When
Google Invites	Sarah	10/21/26

Next meeting: 02/17/27/ 4:00 / District Board Room

BOLD Community Education Advisory Board Meeting September 30, 2026

I had the privilege of attending the BOLD Community Education Advisory Board meeting on September 30, 2026. This dedicated and knowledgeable group of community members is deeply committed to providing a wide variety of opportunities and activities for people of all ages within our community.

During the meeting, members discussed several important programs and initiatives, including ECFE (Early Childhood Family Education), the BOLD Community Pool, and numerous activities designed to keep our youth and community members engaged, active, and connected.

Some of the upcoming events highlighted included:

- Trunk or Treat & Movie Night on October 10 at 7:00 p.m.
- Halloween Bash in the BOLD School Small Gym on Monday, October 26, from 6:00 to 7:15 p.m.
- A variety of ECFE programs, including the popular Magnificent Monday classes and many other family-focused activities.

One topic of discussion was to find community members to share their talents and passions by teaching classes. Whether it's quilting, cooking, crafting, gardening, or another hobby, the Advisory Board would love to see residents step forward and help bring new ideas and learning opportunities to the community.

The Board continues to generate outstanding ideas and is always looking for community members who are willing to get involved and help make those ideas a reality. Their commitment to enhancing the quality of life in our community is truly inspiring, and their efforts provide valuable opportunities for learning, recreation, and connection for all ages.

Thank you to the BOLD Community Education Advisory Board for your dedication, creativity, and service to our community.

Sandy Benson

WINTER SPORTS COACHES				
POSITION	NAME	FTE	LEVEL	
Head Dance Team Coach	Raquel Anderson	1	A	\$5,200
Assistant Dance Team Coach	Melissa Honzay	1	B	\$4,100
Assistant Dance Team Coach	Emily Poppel	1	B	\$4,100
Volunteer Coach	Karen Smith	-	-	
Volunteer Coach	Abby Stovern	-	-	
Volunteer Coach	Kendra Nolting	-	-	
Head Boys Basketball Coach	Michael Landquist	1	A	\$5,200
Assistant Boys Basketball Coach	Tom Osthus	1	B	\$4,100
Assistant Boys Basketball Coach	Kyle Athmann	1	B	\$4,100
JH Boys Basketball Coach	Greg Hagen	1	C	\$3,050
JH Boys Basketball Coach	Alex Smothers	1	C	\$3,050
Volunteer Coach	Tyler Vogel	-	-	
Head Wrestling Coach	Dan Kiecker	0.5	A	\$2,600
Assistant Wrestling Coach	Dan Kiecker	0.5	B	\$2,050
Head Wrestling Coach	Matt Jahnke	0.5	A	\$2,600
Assistant Wrestling Coach	Matt Jahnke	0.5	B	\$2,050
JH Wrestling Coach	Nathan Kubesh	1	C	\$3,050
Volunteer Coach	Justin Martinson	-	-	
Volunteer Coach	Jeremy Sondrol	-	-	
Volunteer Coach	Austin Kiecker	-	-	
Volunteer Coach	Brady Kiecker	-	-	
Volunteer Coach	Pete Caspers	-	-	
Volunteer Coach	Dustin Fischer	-	-	
Volunteer Coach	Perry Jahnke	-	-	
Volunteer Coach	Les Plumley	-	-	
Volunteer Coach	Dusty Fischer	-	-	
Volunteer Coach	Bill Kopel	-	-	
Head Girls Basketball Coach	Brian Kingery	1	A	\$5,200
Assistant Girls Basketball Coach	Cathy Helin	1	B	\$4,100
Assistant Girls Basketball Coach	Brian Kingery	0.5	B	\$2,050
Assistant Girls Basketball Coach	Cathy Helin	0.5	B	\$2,050
JH Girls Basketball Coach	Madysen Herdina	1	C	\$3,050
JH Girls Basketball Coach	OPEN	1	C	\$3,050

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in MSHSL athletics and fine arts;

WHEREAS, the Governing Board of [Name of School/District] Click or tap here to enter text. recognizes the value of student participation in MSHSL athletics and fine arts; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in MSHSL athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School/District] Click or tap here to enter text. supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

10/26/2026
Date

Board Chair/Head of School

10/26/2026
Date

Board Clerk – Treasurer/ Finance Director

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in MSHSL athletics and fine arts;

WHEREAS, the Governing Board of [Name of School/District] BOLD School. recognizes the value of student participation in MSHSL athletics and fine arts; and

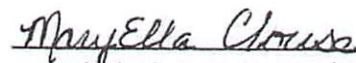
WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in MSHSL athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of [Name of School/District] BOLD School. supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Date 10/27/26


Board Chair/Head of School

Date 10/27/26


Board Clerk – Treasurer/ Finance Director

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)

425 STAFF DEVELOPMENT AND MENTORING

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

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

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

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

[NOTE: The board may choose the Committee members' term of service.]

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

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

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

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

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

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

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

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

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

- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

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

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site.

Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

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

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

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

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six (6) of the eight (8) hours must be completed before the first instructional day of the school year or within thirty (30) days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least fifty (50) percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

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

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

Cross References: None.

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

Adopted: 10/27/2025

MSBA/MASA Model Policy 514

Revised: 06/16/2025

Orig. 2003

Rev. 2025

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on the school premises, at the school functions or activities, on the school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.
- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II part A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 - 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or

activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
- H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent.

If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

[NOTE: The language added above appears in Minnesota Statutes, section 121A.031.]

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent or guardian of students who are targets of bullying or other prohibited conduct and the parent or guardian of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

[NOTE: The 2025 Minnesota legislature added the final sentence to Minnesota Statutes, section 121A.031.]

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

[NOTE: The deleted language appears in Article V. above.]

VII. TRAINING AND EDUCATION

- A. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct. The school district must establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes, section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
 - D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
 - E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
 - G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

- B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.
- C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.
- D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.
- E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.
- H. The school district designates the Principal(s) as the primary contact person in the school building to receive reports of prohibited conduct.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by
Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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

General Statement of Policy Prohibiting Bullying, including Cyber Bullying

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

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

Complainant: _____

Home Address: _____

Work Address: _____

Home/Cell Phone: _____ Work Phone: _____

Date(s) of Alleged Incident(s): _____

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

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

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

Where and when did the incident(s) occur?

List any witnesses that were present:

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

Complainant Signature: _____ Date: _____

Received by: _____ Date: _____

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

General Statement of Policy Prohibiting Bullying, including Cyber Bullying

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

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

Complainant: _____

Home Address: _____

Work Address: _____

Home/Cell Phone: _____ Work Phone: _____

Date(s) of Alleged Incident(s): _____

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

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

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

Where and when did the incident(s) occur?

List any witnesses that were present:

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

Complainant Signature: _____ Date: _____

Received by: _____ Date: _____

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](#)

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.

PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

_____ **Gymnastics** _____ beginning with the **2026** - **2027** school year.
(activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	Redwood Valley	Redwood Falls
High School #2:	Cedar Mountain	Morgan
High School #3:	Wabasso	Wabasso
High School #4:	Springfield	Springfield
	Sleepy Eye St. Mary's	Sleepy Eye

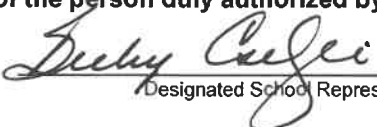
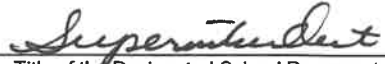
1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

- ☒ **Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, **MUST** be included with this application.
- ☐ **No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	Member School			Reason for the Dissolution	
High School #1	A	B	C	A.	Our school is dropping the activity.
High School #2	A	B	C	B.	Our school will sponsor this activity without a cooperative sponsorship.
High School #3	A	B	C	C.	Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.
High School #4	A	B	C		

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School #1:		
	Designated School Representative	Title of the Designated School Representative
High School #2:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #3:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #4:	_____	_____
	Designated School Representative	Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

☐ Approved

☐ Not Approved

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

Gymnastics beginning with the **2026** - **2027** school year.
(activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	Redwood Valley	Redwood Falls
High School #2:	Cedar Mountain	Morgan
High School #3:	Wabasso	Wabasso
High School #4:	Springfield	Springfield
	Sleepy Eye St. Mary's	Sleepy Eye

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

- ☒ **Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, **MUST** be included with this application.
- ☐ **No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	Member School			Reason for the Dissolution	
High School #1	A	B	C	A.	Our school is dropping the activity.
High School #2	A	B	C	B.	Our school will sponsor this activity without a cooperative sponsorship.
High School #3	A	B	C	C.	Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.
High School #4	A	B	C		

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School #1:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #2:	 _____	_____
	Designated School Representative	Title of the Designated School Representative
High School #3:	_____	_____
	Designated School Representative	Title of the Designated School Representative
High School #4:	_____	_____
	Designated School Representative	Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

☐ Approved

☐ Not Approved

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

Gymnastics beginning with the 2026__ - 2027__ school year.
(activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	Redwood Valley	Redwood Falls
High School #2:	Cedar Mountain	Morgan
High School #3:	Wabasso	Wabasso
High School #4:	Springfield	Springfield
	Sleepy Eye St. Mary's	Sleepy Eye

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

- ☒ **Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, MUST be included with this application.
- ☐ **No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	Member School			Reason for the Dissolution	
High School #1	A	B	C	A.	Our school is dropping the activity.
High School #2	A	B	C	B.	Our school will sponsor this activity without a cooperative sponsorship.
High School #3	A	B	C	C.	Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.
High School #4	A	B	C		

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School #1:

Designated School Representative

Title of the Designated School Representative

High School #2:

Designated School Representative

Title of the Designated School Representative

High School #3:

Designated School Representative

Title of the Designated School Representative

High School #4:

Designated School Representative

Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

☐ Approved

☐ Not Approved

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.

PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of

Gymnastics beginning with the **2026** - **2027** school year.
(activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	Redwood Valley	Redwood Falls
High School #2:	Cedar Mountain	Morgan
High School #3:	Wabasso	Wabasso
High School #4:	Springfield	Springfield
	Sleepy Eye St. Mary's	Sleepy Eye

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

- ☒ **Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, MUST be included with this application.
- ☐ **No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	Member School			Reason for the Dissolution
High School #1	A	B	C	A. Our school is dropping the activity.
High School #2	A	B	C	B. Our school will sponsor this activity without a cooperative sponsorship.
High School #3	A	B	C	C. Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.
High School #4	A	B	C	

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School #1:

Designated School Representative

Title of the Designated School Representative

High School #2:

Designated School Representative

Title of the Designated School Representative

High School #3:

Designated School Representative

Title of the Designated School Representative

High School #4:

Designated School Representative

Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

☐ Approved

☐ Not Approved

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION
AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Gymnastics
beginning with the **2026** - **2027** school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Redwood Valley		Redwood Falls	3A	3A
High School #2:	Cedar Mountain		Morgan	2A	3A
High School #3:	Wabasso		Wabasso	3A	3A
High School #4:	BOLD		Olivia	3A	3A
	Remville County West		Remville	3A	3A

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?
☒ **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
☐ **No**

2. Do any of the above schools currently have a cooperative agreement in this activity?
☒ **Yes** An application for dissolution must be submitted for the existing agreement.
☐ **No**

3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About%20MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))

Students from these new schools attend our youth program and are now age eligible.

4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1						
High School #2		2			1	1
High School #3	1	1			1	
High School #4	1		1			

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): **Redwood Valley**

6. Team Colors: Red/White Team Mascot: Cardinals

7. Host School (school that will receive revenue share check): Redwood Valley

Board of Education (or designee)	School	Date
Signed <u>Lesley Ciesla</u>	<u>Redwood Valley</u>	<u>8/28/24</u>
Signed _____	_____	_____
Signed _____	_____	_____
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

☐ Approved

☐ Not Approved

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Gymnastics
beginning with the 2026 - 2027 school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Redwood Valley		Redwood Falls	3A	3A
High School #2:	Cedar Mountain		Morgan	2A	3A
High School #3:	Wabasso		Wabasso	3A	3A
High School #4:	BOLD		Olivia	3A	3A
	Renville County West		Renville	3A	3A

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?
☒ **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
☐ **No**

2. Do any of the above schools currently have a cooperative agreement in this activity?
☒ **Yes** An application for dissolution must be submitted for the existing agreement.
☐ **No**

3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About_MSHSL/Membership_Information:_A_History_&_Model_Resolution_for_School_Boards))

Students from these new schools attend our youth program and are now age eligible.

4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1						
High School #2		2			1	1
High School #3	1	1				
High School #4	3					

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): Redwood Valley

6. Team Colors: Red/White Team Mascot: Cardinals

7. Host School (school that will receive revenue share check): Redwood Valley

Board of Education (or designee)

School

Date

Signed _____

Signed [Signature]

Signed _____

Signed _____

Cedar Mountain

8/19/2026

Official Action of the MSHSL Board of Directors

☐ **Approved**

☐ **Not Approved**

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION
AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Gymnastics
beginning with the **2026** - **2027** school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Redwood Valley		Redwood Falls	3A	3A
High School #2:	Cedar Mountain		Morgan	2A	3A
High School #3:	Wabasso		Wabasso	3A	3A
High School #4:	BOLD		Olivia	3A	3A
	Renville County West		Renville	3A	3A

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
☒ **Yes** This application must include a review and comments from the conference(s) of which the schools are members.
☐ **No**
- Do any of the above schools currently have a cooperative agreement in this activity?
☒ **Yes** An application for dissolution must be submitted for the existing agreement.
☐ **No**
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About%20MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))

Students from these new schools attend our youth program and are now age eligible.

- List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1						
High School #2						
High School #3	7	1			7	
High School #4						

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): **Redwood Valley**

6. Team Colors: Red/White Team Mascot: Cardinals

- Host School (school that will receive revenue share check): **Redwood Valley**

Board of Education (or designee)	School	Date
Signed _____	_____	_____
Signed _____	_____	_____
Signed <u>[Signature]</u>	<u>Wabasso</u>	<u>8/17/26</u>
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

☐ Approved

☐ Not Approved

Minnesota State High School League
2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
763-560-2262, Fax: 763.569.0499

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of **Gymnastics**
beginning with the 2026 - 2027 school year. (activity) (boys' or girls') (Adapted-C) or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Redwood Valley	310	Redwood Falls	3A	3A
High School #2:	Cedar Mountain	116	Morgan	2A	3A
High School #3:	Wabasso	141	Wabasso	3A	3A
High School #4:	BOLD	178	Olivia	3A	3A
High School #5:	Renville County West	123	Scoville	3A	3A

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
X Yes This application must include a review and comments from the conference(s) of which the schools are members.
- Do any of the above schools currently have a cooperative agreement in this activity?
X Yes An application for dissolution must be submitted for the existing agreement.
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About%20MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))

Students from these new schools attend our youth program and are now age eligible.

- List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1						
High School #2						
High School #3						
High School #4	0	0	1	0	0	0

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): **Redwood Valley**

- Team Colors: Red/White Team Mascot: Cardinals

- Host School (school that will receive revenue share check): **Redwood Valley**

Board of Education (or designee)	School	Date
Signed _____	Redwood Valley	_____
Signed _____	Cedar Mountain	_____
Signed _____	Wabasso	_____
Signed <u>[Signature]</u>	BOLD	<u>8/31/26</u>
Signed _____	Renville County West	_____

Official Action of the MSHSL Board of Directors

☐ Approved ☐ Not Approved

Signature: _____

Date: _____



Andy Ourada <aourada@redwoodareaschools.com>

Gymnastics Cooperative

11 messages

Andy Ourada <AOurada@redwoodareaschools.com>

Fri, Jul 31, 2026 at 1:45 PM

To: Todd Oye <t.oye@isd2184.net>, Travis Armstrong <tarmstrong@blueearth.k12.mn.us>, Shea Roehrkasse <sroehrkasse@stpetersschools.org>, Jacob Johnson <jjohnson@isd177.com>, Brett Bartholomaeus <brett.bartholomaeus@jccschools.net>, "Joseph Hedervare, Jr." <hedj@waseca.k12.mn.us>, "Zollner, Rick" <Rick.Zollner@pas.k12.mn.us>, "Johnson, Chad" <cjohnson@tcu2905.us>, JCC AD <jccad@jccschools.net>, Mitch Grunig <mitchell.grunig@marshall.k12.mn.us>, "Josh Dale (Josh.Dale@isd518.net)" <josh.dale@isd518.net>, Dave Frisell <dfrisell@belleplaine.k12.mn.us>, Jared Schwanz <jschwanz@isd840.org>, Mat Mahoney <mmahoney@fairmont.k12.mn.us>, Konnor Juszczak <kjuszczak@newulm.k12.mn.us>

Redwood Valley is looking to dissolve our Cooperative with Springfield and Sleepy Eye St. Mary's and are looking to add BOLD and RCW in Gymnastics.

Looking for approval, please send back responses to myself.

Andy Ourada

Redwood Valley Activities and Community Education Director

100 George Ramseth Dr., Redwood Falls, MN 56283

Office- 507-637-0020

Cell- 507-829-8668

aourada@redwoodareaschools.com

MY PURPOSE

I SERVE AND LEAD TO ENCOURAGE AND EMPOWER ALL STUDENTS ATTENDING RASD WITH OPPORTUNITIES TO LEARN AND EXPERIENCE REAL LIFE, CHARACTER BUILDING LESSONS THROUGH ACTIVITIES.

Josh Dale <Josh.Dale@isd518.net>

Fri, Jul 31, 2026 at 1:47 PM

To: Andy Ourada <AOurada@redwoodareaschools.com>

Worthington Approves

From: Andy Ourada <AOurada@redwoodareaschools.com>

Sent: Friday, July 31, 2026 1:45 PM

To: Todd Oye <t.oye@isd2184.net>; Travis Armstrong <tarmstrong@blueearth.k12.mn.us>; Shea Roehrkasse <sroehrkasse@stpetersschools.org>; Jacob Johnson <jjohnson@isd177.com>; Brett Bartholomaeus <brett.bartholomaeus@jccschools.net>; Joseph Hedervare, Jr. <hedj@waseca.k12.mn.us>; Zollner, Rick <Rick.Zollner@pas.k12.mn.us>; Johnson, Chad <cjohnson@tcu2905.us>; JCC AD <jccad@jccschools.net>; Mitch Grunig <mitchell.grunig@marshall.k12.mn.us>; Josh Dale <Josh.Dale@isd518.net>; Dave Frisell

Yes

Jared Schwanz
St. James ISD #840
Activities Administrator
507-380-1347 Cell
507-375-5602 Office
jschwanz@isd840.org

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

Zollner, Rick <Rick.Zollner@pas.k12.mn.us>
To: Andy Ourada <aourada@redwoodareaschools.com>

Fri, Jul 31, 2026 at 3:24 PM

Pipestone is good with the new coop. RZ
Sent from my iPhone

On Jul 31, 2026, at 1:46 PM, Andy Ourada <aourada@redwoodareaschools.com> wrote:

CAUTION: This email originated from outside of PAS. Do not click links or open attachments unless you recognize the sender and know the content is safe.
Redwood Valley is looking to dissolve our Cooperative with Springfield and Sleepy Eye St. Mary's and are looking to add BOLD and RCW in Gymnastics.
Looking for approval, please send back responses to myself.

Andy Ourada
Redwood Valley Activities and Community Education Director
100 George Ramseth Dr., Redwood Falls, MN 56283
Office- 507-637-0020
Cell- 507-829-8668
aourada@redwoodareaschools.com<<mailto:aourada@redwoodareaschools.com>>

My Purpose

I serve and lead to encourage and empower ALL students attending RASD with opportunities to learn and experience real life, character building lessons through activities.

[Quoted text hidden]

Mitchell Grunig <Mitchell.Grunig@marshall.k12.mn.us>
To: Andy Ourada <AOurada@redwoodareaschools.com>

Fri, Jul 31, 2026 at 4:36 PM

Marshall approves

From: Andy Ourada <AOurada@redwoodareaschools.com>

Sent: Friday, 31 July 2026 13:45:14

To: Todd Oye <t.oye@isd2184.net>; Travis Armstrong <tarmstrong@blueearth.k12.mn.us>; Shea Roehrkas <sroehrkas@stpetersschools.org>; Jacob Johnson <jjohnson@isd177.com>; Brett Bartholomaeus <brett.bartholomaeus@jccschools.net>; Joseph Hedervare, Jr. <hedj@waseca.k12.mn.us>; Zollner, Rick <Rick.Zollner@pas.k12.mn.us>; Johnson, Chad <cjohnson@tcu2905.us>; JCC AD <jccad@jccschools.net>; Mitchell Grunig <Mitchell.Grunig@marshall.k12.mn.us>; Josh Dale (Josh.Dale@isd518.net)



Joe Hedervare <hedj@waseca.k12.mn.us>
To: Andy Ourada <AOurada@redwoodareaschools.com>

Mon, Aug 3, 2026 at 9:11 AM

We are fine with that. Approved.



Joseph Hedervare, Jr. , CAA
Activities Director
MSHSL Region 2A Vice President
MNIAAA Region 2A Representative
Section 3A Boys Hockey Coordinator
Waseca Junior Senior High School | Waseca Public Schools

507-837-5534

hedj@waseca.k12.mn.us

www.waseca.k12.mn.us

1717 2nd Street Northwest, Waseca, MN 56093

Create Your Own Free Signature

On Fri, Jul 31, 2026 at 1:45 PM Andy Ourada <AOurada@redwoodareaschools.com> wrote:

[Quoted text hidden]

[Quoted text hidden]

Shea Roehrkas <sroehrkas@stpetersschools.org>
To: Andy Ourada <AOurada@redwoodareaschools.com>

Mon, Aug 3, 2026 at 9:52 AM

Resolution for Acceptance of Gifts

Member _____ introduced the following resolution and moved its adoption:

WHEREAS, **Kenny Ziesmer Memorial has** generously donated \$ **590.00** to the **BOLD Booster Programs.**

WHEREAS, **BOLD VOLLEYBALL BOOSTERS** has generously donated **\$500.00** for the **Gym Floor.**

WHEREAS, **James Wagemaker** has generously donated **\$8000.00** for **Signage for the Gym Floor.**

THEREFORE, BE IT RESOLVED by the Bird Island -Olivia-Lake Lillian Public School District 2534-01 Board to gratefully accept these gifts.

The motion for adoption of the foregoing resolution was duly seconded by Member _____
And, upon vote being taken thereon, the following voted in favor of:

And the following against the same:

And the following were absent:

The foregoing resolution was approved on this 26th day of October, 2026.

MaryElla Clouse, School Board Clerk

Resolution for Acceptance of Gifts

Member Zimmerman introduced the following resolution and moved its adoption:

WHEREAS, Kenny Ziesmer Memorial has generously donated \$ 590.00 to the BOLD Booster Programs.

WHEREAS, BOLD VOLLEYBALL BOOSTERS has generously donated \$500.00 for the Gym Floor.

WHEREAS, James Wagemaker has generously donated \$8000.00 for Signage for the Gym Floor.

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 Clouse, and, upon vote being taken thereon, the following voted in favor of:

And the following against the same: Frank, Zimmerman, Benson, Clouse, Aaseth, Sheehan, and Peppel.

And the following were absent:

The foregoing resolution was approved on this 26th day of October, 2026.

MaryElla Clouse
MaryElla Clouse, School Board Clerk