



LAKE OF THE WOODS

Lake of the Woods School ISD #390 August 24, 2026 @ 6:45 PM Board of Education Meeting - ITV Room

Board Meeting Agenda

1. Call to Order
2. Pledge of Allegiance
3. Approval of Agenda
4. Board Presenters
5. Written Communications
6. Old Business
7. New Business
 - a. Approval of the July 27, 2026, regular board meeting minutes.
 - b. Approval of the invoices, financial statements, bank reconciliation, wire transfers, and purchase card statements.
 - c. Approval of Personnel - Appointments, Resignations, & Retirements:
 - i. Appointments
 1. Melinda Castillo - Paraprofessional
 2. Tom Nordstrom - Custodian
 - ii. Resignations
 1. Amber Roberts - Paraprofessional
 - d. Approval of the increase in the adult lunch price to \$5.50.
 - e. Approval of the 2026-27 contract with Thoele Photography.
 - f. Set date for Truth in Taxation Hearing for Monday, December 21, 2026, at 6:00 PM in the ITV Room
 - ~~g. Approval of the Athletic Facilities Lease Agreement with the Lake of the Woods International Arena for the period of July 1, 2026 - June 30, 2027.~~
 - h. Approval of the Preventative Maintenance Proposal with Peterson Sheet Metal for 9/1/26-8/31/28.
 - i. Approval of Policy updates.

i. Policy 402	viii. Policy 613
ii. Policy 423	ix. Policy 621
iii. Policy 425	x. Policy 624
iv. Policy 507.5	xi. Policy 709
v. Policy 509	xii. Policy 722
vi. Policy 521	xiii. Policy 806
vii. Policy 524	
 - ~~j. Approval of the contract with Creative Planning for Payroll and Business Manager Services.~~
8. Other Business
9. Adjourn

If the meeting is canceled due to inclement weather, the meeting will be held on the next business day at the same time and location.



Lake of the Woods School ISD #390
July 27, 2026 @ 6:45 PM - ITV Room
Board of Education - Crib Sheet

Members Present: Jerem Haack (Chair), Craig Severs (Vice Chair), Robyn Sonstegard (Treasurer), Kayla Johnson (Clerk), Nate Hayes (Director), Boyd Johnson (Director)

Members Absent:

Others Present: Scott Fitzsimonds, Shelby Nosan, Woody Fiala, Randy Beech, Jill Olson

1. Call to Order by Chair Jerem Haack at 6:45 PM.

2. Pledge of Allegiance

3. Agenda

Motion by Boyd Johnson second by Kayla Johnson to approve the July 27, 2026, meeting agenda, with the removal of item 7.q. Approval of the Declaration of Surplus Obsolete Equipment and approval for sale of a John Deere 4600 tractor.

Motion passes (6-0)

4. Board Presenters

5. Written Communication

6. Old Business

7. New Business

a. Motion by Craig Severs second by Nate Hayes to approve the June 22, 2026, regular board meeting minutes and the June 29, 2026, special board meeting minutes.

Motion passes (6-0)

b. Motion by Jerem Haack second by Kayla Johnson to approve the Invoices, Financial Statements, Bank Reconciliation, Wire Transfers, and Purchase Card Statement.

Motion passes (6-0)

c. Motion by Boyd Johnson second by Craig Severs to approve the appointments, resignations, and retirements:

i. Appointments

1. Nyla O'Connell - .8 FTE Teacher on Special Assignment (TOSA)

2. Joseph Williams - .5 FTE Bus Mechanic, .5 FTE Custodian

3. Dan Boomgaarden - .5 Custodian

4. Fall Coaching Staff

a. Jenny Skoog - Varsity Cross Country

b. Sarah Pierson - JH Cross Country

c. Andreana Nylander - Varsity Volleyball

d. Matti Nelson - JV Volleyball

e. Jordan Sonstegard - C-Team Volleyball

f. Chloe Olson - JH Volleyball

g. Breann Henrickson - JH Volleyball

h. Karly Thompson - JH Volleyball

i. Bryan Sathre - Varsity Football

j. Austin Heimstra - Varsity Asst Football

- k. Matt Grover - JH Football
- l. Jaylin Raschke - JH Football

Motion passes (6-0)

- d. Motion by **Robyn Sonstegard** second by **Kayla Johnson** to approve Resolution 2026/2027-01 accepting a donation from Heatmor, Inc. of a variety of steel and stainless steel to the Lake of the Woods High School welding program.
Motion passes (6-0)
- e. Motion by **Nate Hayes** second by **Jerem Haack** to approve A+ Driving School as Driver's Education contractor for the 2026-2027 school year.
Motion passes (6-0)
- f. Motion by **Boyd Johnson** second by **Kayla Johnson** to approve the High School Course Schedule 2026-2027.
Motion passes (6-0)
- g. Motion by **Kayla Johnson** second by **Boyd Johnson** to approve Resolution 2026/2027-02 Long-Term Facilities Maintenance (LTFM) plan.
Motion passes (6-0)
- h. Motion by **Robyn Sonstegard** second by **Boyd Johnson** to approve Sara Lucek Foods, LLC as the contractor for the Bears Den.
Motion passes (6-0)
- i. Motion by **Jerem Haack** second by **Boyd Johnson** to approve the School Readiness Tuition Fee Schedule for the 2026-2027 school year.
Motion passes (6-0)
- j. Motion by **Boyd Johnson** second by **Nate Hayes** to approve the Superintendent Evaluation Summary.
Motion passes (6-0)
- k. Motion by **Kayla Johnson** second by **Robyn Sonstegard** to approve the daycare contract with Hailey Stephenson.
Motion passes (6-0)
- l. Motion by **Robyn Sonstegard** second by **Boyd Johnson** to approve the room rental contract with Nicole Gate (Bright Beginnings Preschool).
Motion passes (6-0)
- m. Motion by **Boyd Johnson** second by **Robyn Sonstegard** to approve appointing Scott Fitzsimonds as Interim Principal until such time as the position is filled with a BOSA licensed candidate.
Motion passes (6-0)
- n. Motion by **Kayla Johnson** second by **Jerem Haack** to approve authorizing the district to apply for an Administrative Variance for hiring a Non-Licensed Administrator.
Motion passes (6-0)

- o. Motion by **Craig Severs** second by **Kayla Johnson** to approve the hiring of Shelby Nosan as Dean of Students with the title change to Principal upon approval of an Administrative Variance by the Board of School Administrators (BOSA).
Motion passes (6-0)
- p. Motion by **Boyd Johnson** second by **Robyn Sonstegard** to approve the cancellation of contracted services with SMS at the end of the current contract effective September 30, 2026.
Motion passes (6-0)
- q. Motion by **Jerem Haack** second by **Robyn Sonstegard** to approve the 2026/27 teacher contract with Nathan Solar.
Motion passes (6-0)
- r. Motion by **Boyd Johnson** second by **Nate Hayes** to approve the Elementary Student Handbook 2026-2027.
Motion passes (6-0)
- s. Motion by **Kayla Johnson** second by **Jerem Haack** to approve the High School Student Handbook 2026-2027.
Motion passes (6-0)

8. Other Business

10. Adjourned by Chair Jerem Haack at 6:54 PM.

Minutes Approved by: Chair, Jerem Haack

Date

Minutes Approved by: Clerk, Kayla Johnson

Date



MNTrust Monthly Statement

Lake of the Woods ISD 390

Please Note:
THE FUND WILL BE CLOSED SEPTEMBER 7TH IN OBSERVANCE OF THE
LABOR DAY HOLIDAY

Activity Summary [REDACTED] Operating

7/1/2026 - 7/31/2026

Investment Pool Summary

	IS
Beginning Market Balance	\$53,596.70
Dividends	\$161.76
Purchases	\$0.00
Redemptions	\$0.00
Ending Market Balance	\$53,758.46
Average Monthly Rate	3.554%
NAV / Share Price	1.000
Total	\$53,758.46
Total Fixed Income	\$0.00
Account Total	\$53,758.46

Your Representative

Angie Stillwell

(612) 509-2562

angie.stillwell@ptma.com

Representatives are associated with PTMA Securities, LLC

Lake of the Woods ISD 390

Po Box 310

236 15th Avenue Sw

Baudette, MN 56623



PTMA Financial Solutions

2135 City Gate Lane, 7th Floor
Naperville, IL 60563



MNTrust Monthly Statement

Lake of the Woods ISD 390

Transaction Activity [REDACTED] Operating

IS 7/1/2026 - 7/31/2026

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	NAV / Share Price	Shares this Transaction
	07/31/2026	07/31/2026	Total Dividend Reinvestment	\$0.00	\$161.76	\$1.000	161.760
				\$0.00	\$161.76		161.760

Beginning Market Value: \$53,596.70 | Ending Market Value: \$53,758.46

curities and municipal advisory brokerage services (investments purchased with proceeds from a municipal securities issuance), and investments cleared through our clearing firm, Pershing LLC, are offered through PMA Securities, LLC, a broker-dealer and municipal advisor registered with the SEC and MSRB, and a member of FINRA and SIPC. All other products and brokerage services are generally provided by PMA Financial Network, LLC. U.S. certificates of deposit ("CD"), savings deposit accounts ("SDA") and commercial paper ("CP") may be executed through either PMA entity, as applicable, depending on whether the investment was purchased with proceeds derived from the issuance of municipal securities. PMA Securities, LLC and PMA Financial Network, LLC are operated under common ownership and are affiliated with PMA Asset Management, LLC.

This section shows all of the fixed term investments purchased and sold, maturities, interest received, and activity. This will include all CD, SDA, CP, securities and money market funds purchased through PMA Financial Network, LLC or PMA Securities, LLC as applicable. It also shows the approximate market value of each security and DTC CD whose price is obtained from an independent source believed to be reliable. However, PMA cannot guarantee their accuracy. This data is provided for informational purposes only. Listed values should not be interpreted as an offer to buy or sell at a specific price. Other CDs and CP are listed at their original cost. Redemption of a CD prior to maturity may result in early withdrawal penalties. Market values are based on the last day of the month for which this report date range is ending. If the run date of this report is prior to the end of the current month, the market values are listed as equivalent to the cost values.

This section shows all of the client's transactions in MNTrust. The Average Rate represents the average net interest rate over the previous month which is then annualized. Information regarding the MNTrust investment objectives, risks, charges and expenses can be found in the MNTrust Information Statement, which can be obtained at <http://invest.mntrust.org> or by calling PMA at the phone number listed. An investment in any series of MNTrust is not a deposit of any bank, and is neither insured nor guaranteed by the Federal Deposit Insurance Corporation, the U.S. Government, any state governmental agency or MNTrust. Investors could lose money investing in any series of MNTrust, and there can be no assurance that any series of MNTrust that seeks to maintain a stable net asset value of \$1.00 per share will be able to do so.

The Rate shown for the liquid money market portfolio, called Investment Shares represents the average net interest rate over the previous month which is then annualized. Information regarding the investment objectives, risks, charges and expenses can be obtained by calling PMA at the phone numbers listed. The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

Insured Cash Sweep (ICS) is an insured money market deposit account. ICS money balances are recorded under the "relationship bank" as shown above. The individual reciprocating banks in which your funds are placed will not be identified on the confirmation as they may change daily. A list of individual reciprocating banks will be provided upon request. PMA monitors investment balances placed through the PMA Network. Any investment activity outside the PMA Network while using ICS may result in placements in excess of FDIC insured limits. ICS investments are limited to clients of PMA whose investments (excluding the client's local bank) are fully managed by PMA and utilize the PMA Network. If you make or intend to make investments outside the PMA Network, you are not eligible for this program and should advise PMA immediately. Prior to investing outside the PMA Network, ICS investments must be liquidated to prevent placements in excess of FDIC insured limits.

All funds, and/or securities are located and safe kept in an account under the client's name at their custodial bank. Any non-DTC CD listed is located in the client's name at the respective bank. Any money market fund shares are held directly with the money market fund. It is recommended that any oral communications be re-confirmed in writing to further protect your rights, including rights under the Securities Investor Protection Act.

Some debt securities are subject to redemption prior to maturity. In the event of a partial or whole call of a security, the securities call will be automatically selected on a random basis as is customary in the securities industry. The probability that your securities will be selected is proportional to the amount of your holdings relative to the total holdings. Redemption prior to maturity could affect the yield represented. Additional information is available upon request.

PLEASE ADVISE PMA AND OUR CLEARING FIRM, PERSHING LLC, IMMEDIATELY OF ANY INACCURACY OR DISCREPANCY ON YOUR STATEMENT. FOR A CHANGE OF ADDRESS OR QUESTIONS REGARDING YOUR ACCOUNT, PLEASE NOTIFY YOUR PMA REPRESENTATIVE. ANY ORAL COMMUNICATIONS SHOULD BE RE-CONFIRMED IN WRITING.

How to Contact Pershing, LLC - Please call (201) 413-3330 or write to Pershing, LLC, One Pershing Plaza, Jersey City, New Jersey, 07399

$$F_{\text{value}} = 24.6, \text{ df} = 39, \text{ p} = 1.00 \times 10^{-6} / \text{Correlation} = 0.994 \quad 8/8$$



BORDER BANK

202 Main Street Badger MN 56714

Date 7/31/26 Page 1
Primary Account Acct Ending 0093

Independent School District No. 390 (Lak
PO Box 310
Baudette MN 56623

SUMMARY OF ACCOUNTS		
Account Number	Account Title	Current Balance
Acct Ending 0093	Simple Business Checking	497,523.84

CHECKING ACCOUNT(S)

Account Title: Independent School District No. 390 (Lak

Simple Business Checking		Number of Enclosures	92
Account Number	Acct Ending 0093	Statement Dates	7/01/26 thru 8/02/26
Previous Balance	622,720.28	Days in the statement period	33
10 Deposits/Credits	707,117.20		
123 Debits	832,313.64		
Service Fee Summary	.00		
Interest Paid	.00		
Ending Balance	497,523.84		

	Total For This Period	Total Year-to-Date
Total overdraft item fees	\$.00	\$.00
Total returned item fees	\$.00	\$.00

DEPOSITS AND OTHER CREDITS		
Date	Description	Amount
7/06	Transfer SV x0029 to CH x0093	150,000.00
7/08	Ehlers Bill i3Education SV9T CCD	80.00
7/15	MN State-MMB ACH CTX	118.47



BORDER BANK

Date 7/31/26 Page 2
Primary Account Acct Ending 0093

DEPOSITS AND OTHER CREDITS		
Date	Description	Amount
7/17	PERSHING BROKERAGE PPD	38,675.00
7/20	Transfer SV x0029 to CH x0093	225,000.00
7/20	Bills 7/20/26 i3Education	48.05
7/22	CCD MN State-MMB ACH CTX	7,454.63
7/24	i3Education SV9T CCD	78.85
7/27	Transfer SV x0029 to CH x0093 Payroll and Libailities	250,000.00
7/30	MN State-MMB ACH CTX	35,662.20

DEBITS AND OTHER WITHDRAWALS		
Date	Description	Amount
7/01	SCHOOL MANAGEMEN SALE CCD	899.00-
7/01	IRS USATAXPYMT CCD	29,303.61-
7/01	ISD 928 NORTHWES ACH CCD	61,185.10-
7/02	VSP INSURANCE CO CCD	214.84-
7/02	MN DEPT OF REVEN MN Rev pay CCD MN DEPT. OF REVENUE	4,628.23-
7/03	MERCHANT BANKCD DEPOSIT CCD	44.95-
7/03	AFLAC COLUMBUS ACHPMT CCD 1-800-992-3522	135.06-
7/06	MN PERA PERA WEB	5,900.19-
7/06	Edu Benefit Cons ePay CCD	8,890.90-
7/06	MN Teachers Ret MNTRA CCD	18,080.21-
7/07	SCHOOL MANAGEMEN SALE CCD	825.00-
7/07	DELTA DENTAL DIRECT DEB CCD	1,968.81-



BORDER BANK

Date 7/31/26 Page 3
Primary Account Acct Ending 0093

DEBITS AND OTHER WITHDRAWALS

Date	Description	Amount
7/07	WEX HEALTH INC PLAN FUND	2,039.20-
	CCD PRETAX BENEFIT TRANS	
7/07	BMO PAYMENT BMO PYMT	6,169.00-
	PPD	
7/15	ISD#390 PAYROLL	5,651.48-
	PPD Payroll	
7/15	IRS USATAXPYMT	26,431.42-
	CCD	
7/15	ISD#390 PAYROLL	26,537.11-
	PPD Payroll	
7/15	ISD#390 PAYROLL	56,860.59-
	PPD Payroll	
7/16	MN DEPT OF REVEN MN Rev pay	4,020.64-
	CCD MN DEPT. OF REVENUE	
7/20	MN PERA PERA	4,401.85-
	WEB	
	[REDACTED]	
7/20	MN Teachers Ret MNTRA	16,705.82-
	CCD	
7/21	Edu Benefit Cons ePay	1,435.03-
	CCD	
7/21	WEX HEALTH INC PLAN FUND	2,230.95-
	CCD PRETAX BENEFIT TRANS	
7/21	Edu Benefit Cons ePay	6,134.65-
	CCD	
7/24	WEX HEALTH INC WH Admin	77.00-
	PPD	
7/27	IRS USATAXPYMT	277.04-
	CCD	
7/28	MN DEPT OF REVEN MN Rev pay	115.00-
	CCD MN DEPT. OF REVENUE	
7/29	Pitney Bowes DIRECT DEB	361.56-
	[REDACTED]	
7/30	Lake of the [REDACTED]	3,668.89-
	PPD NIS Madison [REDACTED]	
7/30	ISD#390 PAYROLL	25,645.65-
	PPD Payroll	
7/30	ISD#390 PAYROLL	56,860.65-
	PPD Payroll	

CHECKS IN NUMBER ORDER

Date	Check No	Amount	Date	Check No	Amount	Date	Check No	Amount
7/10	33633	91.96	7/17	33634	617.51	7/15	33635	371.30
7/24	479676*	26,144.00	7/13	9479256*	40.00	7/28	9479549*	6.00
7/08	9479554*	90.00	7/01	9479611*	42.60	7/21	9479615*	19.20
7/06	9479616	487.04	7/02	9479617	100.00	7/10	9479618	100.00
7/03	9479619	9,945.00	7/06	9479620	2,595.60	7/06	9479621	300.00
--- Check Listing Continuation ---								
7/03	9479622	250.00	7/07	9479623	615.22	7/06	9479624	1,799.28
7/07	9479625	413.78	7/15	9479626	2,250.90	7/03	9479627	375.00
7/14	9479628	500.00	7/10	9479629	61,377.55	7/07	9479630	795.60
7/06	9479631	8.49	7/07	9479632	299.44	7/08	9479633	1,920.00
7/01	9479634	650.00	7/08	9479635	217.08	7/10	9479636	6,605.56
7/07	9479637	1,165.64	7/07	9479638	29.54	7/08	9479639	512.98
7/13	9479639*	145.98	7/07	9479640	383.59	7/14	9479640*	122,075.00

* Denotes missing check numbers



BORDER BANK

Date 7/31/26 Page 4
Primary Account Acct Ending 0093

CHECKS IN NUMBER ORDER								
Date	Check No	Amount	Date	Check No	Amount	Date	Check No	Amount
7/23	9479641	1,392.00	7/20	9479643*	4,257.00	7/14	9479644	105.11
7/14	9479645	1,320.00	7/15	9479646	271.50	7/21	9479647	1,457.70
7/21	9479648	5,100.00	7/13	9479649	1,070.28	7/21	9479650	193.82
7/14	9479651	2,731.18	7/24	9479652	1,494.60	7/21	9479653	209.89
7/21	9479654	229.70	7/20	9479655	491.77	7/17	9479656	1,636.00
7/20	9479657	127.84	7/20	9479658	601.87	7/21	9479659	484.55
7/27	9479661*	349.87	7/22	9479662	2,547.66	7/20	9479663	9,299.32
7/21	9479664	1,620.34	7/21	9479665	3,127.95	7/20	9479666	2,925.00
7/21	9479667	4,789.00	7/28	9479668	761.66	7/27	9479669	15.00
7/27	9479670	15.00	7/24	9479671	214.19	7/27	9479672	110.10
7/27	9479673	285.99	7/28	9479674	2,810.00	7/23	9479675	6,120.00
7/27	9479678*	242.18	7/24	9479680*	38,675.00	7/28	9479681	318.54
7/27	9479682	85,379.98	7/27	9479683	599.75	7/27	9479684	60.00
7/28	9479685	314.01	7/24	9479686	157.66	7/24	9479687	100.00
7/27	9479688	53.96	7/27	9479689	4,921.59	7/24	9479691*	524.00
7/29	9479692	1,000.00	7/28	9479695*	638.40	7/24	9479696	226.00
7/27	9479698*	606.00	7/24	9479699	18,917.43	7/28	9479700	15.00
7/28	9479701	15.00	7/31	9479704*	15.00	7/30	9479707*	54.47
7/30	9479713*	143.52	7/31	9479714	129.99			

* Denotes missing check numbers

* Denotes missing check numbers

DAILY BALANCE INFORMATION					
Date	Balance	Date	Balance	Date	Balance
7/01	530,639.97	7/02	525,696.90	7/03	514,946.89
7/06	626,885.18	7/07	612,180.36	7/08	609,520.30
7/10	541,345.23	7/13	540,088.97	7/14	413,357.68
7/15	295,101.85	7/16	291,081.21	7/17	327,502.70
7/20	513,740.28	7/21	486,707.50	7/22	491,614.47
7/23	484,102.47	7/24	397,651.44	7/27	554,734.98
7/28	549,741.37	7/29	548,379.81	7/30	497,668.83
7/31	497,523.84				

PRIVACY NOTICE

Federal law requires us to tell you how we collect, share, and protect your personal information. Our privacy policy has not changed and you may review our policy and practices with respect to your personal information at www.borderbank.org or we will mail you a free copy upon request if you call us at the phone number for your bank listed on the front page.

BALANCING YOUR STATEMENT

BEFORE YOU START

Please be sure you have entered in your register all automatic transactions shown on the front of your statement.

A. Enter deposits not shown on this statement

B. Enter all checks, withdrawals and bank charges not shown on this statement.

Compare transactions recorded on your statement with those in your checkbook.

date of deposit	amount
1/1/2018	1000
2/1/2018	1000
3/1/2018	1000
4/1/2018	1000
5/1/2018	1000
6/1/2018	1000
7/1/2018	1000
8/1/2018	1000
9/1/2018	1000
10/1/2018	1000
11/1/2018	1000
12/1/2018	1000
1/1/2019	1000
2/1/2019	1000
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12/1/2023	1000
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4/1/2024	1000
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4/1/2025	1000
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6/1/2025	1000
7/1/2025	1000
8/1/2025	1000
9/1/2025	1000
10/1/2025	1000
11/1/2025	1000
12/1/2025	1000
1/1/2026	1000
2/1/2026	1000
3/1/2026	1000
4/1/2026	1000
5/1/2026	1000
6/1/2026	1000
7/1/2026	1000
8/1/2026	1000
9/1/2026	1000
10/1/2026	1000
11/1/2026	1000
12/1/2026	1000
1/1/2027	1000
2/1/2027	1000
3/1/2027	1000
4/1/2027	1000
5/1/2027	1000
6/1/2027	1000
7/1/2027	1000
8/1/2027	1000
9/1/2027	1000
10/1/2027	1000
11/1/2027	1000
12/1/2027	1000
1/1/2028	1000
2/1/2028	1000
3/1/2028	1000
4/1/2028	1000
5/1/2028	1000
6/1/2028	1000
7/1/2028	1000
8/1/2028	1000
9/1/2028	1000
10/1/2028	1000

outstanding	
check number	amount

BANK BALANCE
shown on other side

PLUS

EQUALS

MINUS	
Total B	<u> </u>

Figure 2 consists of two horizontal bar charts. The left chart is titled 'Country of origin' and the right chart is titled 'Country of residence'. Both charts show the percentage of respondents for five countries: Germany, France, Italy, Spain, and UK. The percentages are: Germany (40%), France (30%), Italy (20%), Spain (10%), and UK (10%).

1. *Journal of the American Medical Association*, 2000; 283: 2689-2696.

EQUALS
your current

your current
checkbook

Total A _____

Total B

CHECKBOOK
balance _____

BILLING RIGHTS

SHOULD AGREE WITH YOUR REGISTER BALANCE AFTER DEDUCTING SERVICE FEE (IF ANY) SHOWN ON THIS STATEMENT. Examine immediately and report if incorrect. If no reply is received within **60** days the account will be considered correct. This applies to consumer accounts only.

**IN CASE OF
ERRORS OR
QUESTIONS
ABOUT YOUR
ELECTRONIC
TRANSFERS**

Telephone or write us at the phone number or address of your bank, located below or on the front page, as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. Please (1) tell us your name and account number, (2) describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information, and (3) tell us the dollar amount of the suspected error. We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (five business days if the transfer involved a point of sale transaction or twenty days if the transfer involved a new account) we will re-credit your account for the amount that you think is in error so that you will have the use of the money during the time it takes us to complete our investigation. This section applies to consumer accounts only.

SUMMARY OF RIGHTS

YOUR DEMAND DEPOSIT LOAN ACCOUNT AND HOME EQUITY LINE OF CREDIT SUMMARY OF RIGHTS

This is a summary of your rights. A full statement of your rights and our responsibilities under the Federal Fair Credit Billing Act will be sent to you both upon request and in response to a billing error notice. Your Demand Deposit Loan Account and Home Equity Line of Credit are operated in conjunction with your Demand Deposit Account. Any charges for your checking account will be made to the Demand Deposit Account and will be the same charges as are made for Demand Deposit Accounts not operated in conjunction with these accounts lines. The following information thus applies only to loans to you under your Demand Deposit Loan Account or Home Equity Line of Credit.

INTEREST CHARGES

This section applies to loan products only. For information on interest in reference to a deposit product, please refer to the Truth In Savings Disclosure provided at the time of account opening.

For your Loan Account, interest charges will be computed as follows. To figure the interest charge for each Billing Cycle, a daily periodic rate is multiplied by the Daily Balance for each day of the Billing Cycle. The Daily Balance is computed as follows: First, you take your Loan Account Balance at the beginning of each day and subtract any unpaid finance charges or other charges. Next, you subtract any payments or credits applied to your Account Balance that day. Then, you add any new advances posting to the Account that day. This gives you the Daily Balance at the end of the day.

The minimum periodic payment required is shown on the front of this bill. You may pay off your Loan Account Balance at any time or make voluntary additional payments. Payments shall be applied, first to unpaid Interest Charges, and second to the principal loan balance that remains outstanding. Periodic statements may be sent to you at the end of each Billing Cycle showing your loan account transactions. Send payments and inquiries to your bank address listed at the bottom of this bill.

WHAT TO DO IF YOU THINK YOU FIND A MISTAKE ON YOUR STATEMENT

If you think there is an error on your statement, write to us at the address listed on your statement. In your letter, give us the following information: (1) Account information: your name and account number. (2) Dollar amount: The dollar amount of the suspected error. (3) Description of problem: if you think there is an error on your statement, describe what you believe is wrong and why you believe it is a mistake. You must contact us within 60 days after the error appeared on your statement. You must notify us of any potential errors in writing. You may call us, but if you do we are not required to investigate any potential errors and you may have to pay the amount in question. While we investigate whether or not there has been an error, the following are true: (1) We cannot try to collect the amount in question, or report you as delinquent on that amount. (2) The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount. (3) While you do not have to pay the amount in question, you are responsible for the remainder of your balance. (4) We can apply any unpaid amount against your credit limit.

The minimum periodic payment required is shown on the front of this bill. You may pay off your Demand Deposit Loan Account loan balance at any time, or make voluntary additional payments. Payments shall be applied, first to unpaid Interest Charges, and second the principal loan balance outstanding in your Demand Deposit Loan Account. Periodic statements may be sent to you at the end of each billing cycle showing your Demand Deposit Loan Account loan transactions. Send payments and inquiries to your bank address listed on the front page or at the bottom of this bill. This section applies to consumer accounts only.

CUSTOMER SERVICE

701-499-0975 | 202 Main Street | PO Box 69 | Badger, MN 56714 | www.border.bank



FDIC FDIC-Insured - Backed by the full faith and credit of the U.S. Government

[← Back to Account List](#)

Account: Savings

Account Transactions [Refresh](#)

Account Type: Savings	Available Balance:	Current Balance:	Collected Balance:
Account Name: Savings	\$953,090.15	\$953,090.15	\$953,090.15
Account Number: xx0029			
Interest Rate:	Accrued Interest:	Interest Paid YTD:	Interest Paid Previous YTD:
1.79%	\$507.80	\$7,443.85	\$687.44

Transaction Dates: [Advanced Transaction Search](#)

Date Range

07/01/2026

To

08/02/2026

Search

i Transactional information with running balances are displayed based on the Financial Institution's retention period. Utilize Information Reporting – Date Range Transaction Report for transactional information that is greater / older than the retention period.

Type to filter

Date ↕	Check/Ref # ↕	Description ↕	Debit ↕	Credit ↕	Balance ↕
08/12/2026		Transfer to DDA Transfer Payroll and Bills	\$250,000.00		\$445,494.86
08/07/2026	View Deposit	Savings Deposit		\$502.00	\$695,494.86
08/02/2026		Interest Rate Change		\$0.00	\$694,992.86
08/02/2026		Interest Deposit		\$1,671.02	\$694,992.86
07/28/2026	View Deposit	Savings Deposit		\$5,924.40	\$693,321.84
07/27/2026		Transfer to DDA Transfer Payroll and Libailities	\$250,000.00		\$687,397.44
07/20/2026		Transfer to DDA Transfer Bills 7/20/26	\$225,000.00		\$937,397.44
07/07/2026	View Deposit	Savings Deposit		\$12,555.97	\$1,162,397.44
07/06/2026		Transfer to DDA Transfer Ehlers Bill	\$150,000.00		\$1,149,841.47
Viewing 1 - 9 of 9 transactions			100 ▼	(\$875,000.00)	\$20,653.39

Account Transactions

@08/15/2026 8:40:43 PM



Account Number: xx0029	Date Range:	Available Balance: \$945,494.86
Account Name: Savings	07/01/2026 to 08/02/2026	Collected Balance: \$445,494.86
Account Type: Savings		Current Balance: \$945,494.86

Date	Check / Ref #	Transaction Type	Description	Debit	Credit	Balance
8/2/2026		Interest Rate Change	Interest Rate Change		\$.00	\$694,992.86
8/2/2026		Interest Deposit	Interest Deposit		\$1,671.00	\$694,992.86
7/28/2026		Savings Deposit	Savings Deposit		\$5,924.00	\$693,321.84
7/27/2026		Transfer to DDA	Transfer to DDA Transfer [REDACTED]	\$250,000.00		\$687,397.44
7/20/2026		Transfer to DDA	Transfer to DDA Transfer [REDACTED]	\$225,000.00		\$937,397.44
7/7/2026		Savings Deposit	Savings Deposit		\$12,556.00	\$1,162,397.44
7/6/2026		Transfer to DDA	Transfer to DDA Transfer [REDACTED] Ehlers Bill	\$150,000.00		\$1,149,841.47
7 Transactions				\$625,000.00	\$20,151.00	



CORPORATE CARD

Account Number XXXX XXXX XXXX 1545
Account Name BILLING ACCOUNT 041545
Company Name LAKE OF THE WOODS SCHOOL

Statement Date Jun. 27, 2026

Previous Balance	\$19,935.07
Purchases	+6,169.00
Cash Advances	+0.00
Fees	+0.00
Adjustments	+0.00
Payments	-19,935.07
Closing Balance	\$6,169.00
Balance Due	\$6,169.00
Payment Due Date	Jul. 24, 2026

CONTACT

	TOLL FREE CALLS US & CANADA	OUTSIDE US & CANADA (CALL COLLECT)
General Inquiries	1-855-825-9234	262-780-8662
Lost/Stolen Cards	1-844-227-0528	262-780-8662

PERIOD COVERED BY THIS STATEMENT

May 28, 2026 - Jun. 27, 2026

TRANS DATE	POSTING DATE	DESCRIPTION	AMOUNT (\$)
BILLING ACCOUNT 041545			ACCOUNT NUMBER XXXX XXXX XXXX 1545
Jun. 4	Jun. 4	AUTOMATIC PYMT RECEIVED	19,935.07 CR
TOTAL CREDITS			\$ -19,935.07
TOTAL DEBITS			\$ 0.00
TOTAL ACTIVITY			\$ -19,935.07

TRANS DATE	POSTING DATE	DESCRIPTION	AMOUNT (\$)
DEPARTMENT, IT			ACCOUNT NUMBER XXXX XXXX XXXX 9846
May 30	Jun. 1	PAYPAL *EBAY US 786762515 CA	225.00
TOTAL CREDITS			\$ 0.00
TOTAL DEBITS			\$ 225.00
TOTAL ACTIVITY			\$ 225.00

Continued on next page

Page 1 of 4



P.O. BOX 5700
CAROL STREAM IL 60197-5700

Account Number 5525 2700 0004 1545
Balance Due \$6,169.00
Payment Due Date Jul. 24, 2026

BILLING ACCOUNT 041545
ATTN SHENA BRANDT
PO BOX 310
BAUDETTE MN 56623-0310

000A

**The balance due will be
automatically debited from your
bank account as you authorized.**

Account Number XXXX XXXX XXXX 1545
Account Name BILLING ACCOUNT 041545

Statement Date: Jun. 27, 2026

TRANS DATE	POSTING DATE	DESCRIPTION	AMOUNT (\$)
ISD 390, ATHLETICS			ACCOUNT NUMBER XXXX XXXX XXXX 9381
May 27	May 29	COUNTRY INN & SUITES B BEMIDJI MN	281.83
May 27	May 29	COUNTRY INN & SUITES B BEMIDJI MN	281.83
May 27	May 29	COUNTRY INN & SUITES B BEMIDJI MN	281.83
May 28	May 29	AMERICINN DETROIT LAKESMN	94.25
May 28	May 29	AMERICINN DETROIT LAKESMN	94.25
May 28	May 29	AMERICINN DETROIT LAKESMN	94.25
May 28	May 29	AMERICINN DETROIT LAKESMN	94.25
May 28	May 29	AMERICINN DETROIT LAKESMN	94.25
May 28	May 29	AMERICINN DETROIT LAKESMN	94.25
May 31	Jun. 1	RT* RUSHORDEERTEES.COM PHILADELPHIA PA	1,120.51
Jun. 4	Jun. 8	TST*ROCKWOODS AMERICAN Elk River MN	76.27
Jun. 5	Jun. 8	WYNDHAM OTSEGO MN	313.30
Jun. 5	Jun. 8	WYNDHAM OTSEGO MN	313.30
Jun. 5	Jun. 8	WYNDHAM OTSEGO MN	313.30
Jun. 5	Jun. 8	WYNDHAM OTSEGO MN	313.30
Jun. 5	Jun. 8	CK HOLIDAY # 06378 OTSEGO MN	91.03
Jun. 5	Jun. 8	AMAZON RETA* PN4A50FZ3 SEATTLE WA	534.11
Jun. 5	Jun. 8	DENNY'S #7891 ELK RIVER MN	48.05
Jun. 5	Jun. 8	AMAZON MKTPL*YR4U760W3 SEATTLE WA	52.52
Jun. 6	Jun. 8	AMAZON MKTPL*MI7MP2073 SEATTLE WA	51.40
Jun. 10	Jun. 11	RT* RUSHORDEERTEES.COM PHILADELPHIA PA	484.05
Jun. 18	Jun. 19	SQ *SPORTBOARDZ ALGONA IA	7.68
Jun. 18	Jun. 19	AMAZON MKTPL*I55HQ00L3 SEATTLE WA	135.27
TOTAL CREDITS			\$ 0.00
TOTAL DEBITS			\$ 5,265.08
TOTAL ACTIVITY			\$ 5,265.08

ISD 390, ELEMENTARY			ACCOUNT NUMBER XXXX XXXX XXXX 2530
Jun. 16	Jun. 17	McDonalds 19389 INTERNATIONALMN	8.43
Jun. 16	Jun. 18	ARBYS 1095 WEST ST. PAULMN	16.38

Continued on next page

Remember

- * The balance due will be automatically debited from your bank account as you authorized.

Account Number XXXX XXXX XXXX 1545
Account Name BILLING ACCOUNT 041545

Statement Date: Jun. 27, 2026

TRANS DATE	POSTING DATE	DESCRIPTION	AMOUNT (\$)
Jun. 16	Jun. 16	PANDA EXPRESS #1909 P WEST SAINT PAMN	23.80
Jun. 17	Jun. 19	HOLIDAY INN ST PAUL DO ST PAUL MN	324.32
Jun. 17	Jun. 19	TACO BELL #7033465 QPS CLOQUET MN	12.78

TOTAL CREDITS	\$ 0.00
TOTAL DEBITS	\$ 385.71
TOTAL ACTIVITY	\$ 385.71

ISD 390, GENERAL

ACCOUNT NUMBER XXXX XXXX XXXX 8013

Jun. 15	Jun. 16	AMERICAN RED CROSS WASHINGTON DC	210.00
---------	---------	----------------------------------	--------

TOTAL CREDITS	\$ 0.00
TOTAL DEBITS	\$ 210.00
TOTAL ACTIVITY	\$ 210.00

ISD 390, HIGH SCHOOL

ACCOUNT NUMBER XXXX XXXX XXXX 0870

Jun. 4	Jun. 5	VISTAPRINT 8662074955 MA	114.84
--------	--------	--------------------------	--------

TOTAL CREDITS	\$ 0.00
TOTAL DEBITS	\$ 114.84
TOTAL ACTIVITY	\$ 114.84

ISD 390, MAINTENANCE

ACCOUNT NUMBER XXXX XXXX XXXX 2548

Jun. 3	Jun. 4	AED SUPERSTORE WOODRUFF WI	31.63 CR
--------	--------	----------------------------	----------

TOTAL CREDITS	\$ -31.63
TOTAL DEBITS	\$ 0.00
TOTAL ACTIVITY	\$ -31.63

Report any items which do not agree with your records within 30 days of the statement date.

Lake of the Woods School District
Cash Report as of July 31, 2026

Border Bank Simple Business Checking Account			
Beginning Checking Account Balance			\$622,720.28
Receipts		\$82,117.20	
Wire Trans (in)		\$625,000.00	
Total Receipts		\$707,117.20	
Wire Trans (out)		\$832,313.64	
Disbursements	\$	-	
Ending Checking Account Balance			\$497,523.84
New Border Bank Simple Savings Plus Business Account			
Beginning Checking Account Balance			\$1,299,841.47
Receipts		\$18,480.37	
Interest Earned		\$1,671.02	
Wire Trans (out) Debit		\$625,000.00	
Wire Trans (in)		\$0.00	
Fee/Debit			
Ending Savings Account Balance		Interest Rate 1.80%	\$694,992.86
MSDLAF Liquid Asset Fund			
Beginning Balance			\$42,607.47
Receipts	\$	-	
Interest Earned	\$	127.06	
Transfer (in)	\$	-	
Transfer (out)	\$	-	
Ending Balance			\$42,734.53
Average Monthly Balance was \$42,611.57 at 3.51%			
MSDLAF MAX Fund			
Beginning Balance			\$1,776,164.46
Receipts	\$	-	
Interest Earned	\$	5,432.12	
Transfer (in)			
Transfer (out)	\$	-	
Ending Balance			\$1,781,596.58
Average Monthly Balance was \$1,776,339.69 at 3.60%			
MN Trust			
Beginning Balance			\$53,596.70
Receipts	\$	-	
Interest Earned	\$	161.76	
Transfer Out	\$	-	
Ending Balance			\$53,758.46
Average Monthly Interest Rate 3.554%			
TOTAL CASH AND INVESTMENTS			\$3,070,606.27

ACCOUNT STATEMENT

For the Month Ending
July 31, 2026

Lake of the Woods School District ISD #390

Client Management Team

Amber Cannegieter
Key Account Manager
213 Market Street
Harrisburg, PA 17101-2141
1-888-4-MSDLAF
cannegietera@pfmam.com

Danny A. Nelson
Director
800 Nicollet Mall, 4th Floor
Minneapolis, MN 55402
612-371-3747
nelsond@pfmam.com

Contents

Cover/Disclosures
Summary Statement
Individual Accounts

Accounts included in Statement

 REGULAR ACCOUNT

Important Messages

MSDLAF will be closed on 09/07/2026 for Labor Day.

LAKE OF THE WOODS SCHOOL DISTRICT ISD #390
SHENA BRANDT
236 15TH AVE SW
BAUDETTE, MN 56623

Online Access www.msdlaf.org

Customer Service 1-888-4-MSDLAF

Important Disclosures

Important Disclosures

This statement is for general information purposes only and is not intended to provide specific advice or recommendations. PFM Asset Management ("PFMAM") is a division of U.S. Bancorp Asset Management, Inc. ("USBAM"), a SEC-registered investment adviser. USBAM is direct subsidiary of U.S. Bank National Association ("U.S. Bank") and an indirect subsidiary of U.S. Bancorp. U.S. Bank is not responsible for and does not guarantee the products, services or performance of PFMAM. PFMAM maintains a written disclosure statement of our background and business experience. If you would like to receive a copy of our current disclosure statement, please contact Service Operations at the address below.

Proxy Voting PFMAM does not normally receive proxies to vote on behalf of its clients. However, it does on occasion receive consent requests. In the event a consent request is received the portfolio manager contacts the client and then proceeds according to their instructions. PFMAM's Proxy Voting Policy is available upon request by contacting Service Operations at the address below.

Questions About an Account PFMAM's monthly statement is intended to detail our investment advisory activity as well as the activity of any accounts held by clients in pools that are managed by PFMAM. The custodian bank maintains the control of assets and executes (i.e., settles) all investment transactions. The custodian statement is the official record of security and cash holdings and transactions. PFMAM recognizes that clients may use these reports to facilitate record keeping and that the custodian bank statement and the PFMAM statement should be reconciled and differences resolved. Many custodians use a settlement date basis which may result in the need to reconcile due to a timing difference. If you do not receive a report from the custodian on at least a quarterly basis, please notify your relationship manager at your custodian and PFMAM.

Account Control PFMAM does not have the authority to withdraw funds from or deposit funds to the custodian outside the scope of services provided by PFMAM. Our clients retain responsibility for their internal accounting policies; implementing and enforcing internal controls and generating ledger entries or otherwise recording transactions.

Market Value Generally, PFMAM's market prices are derived from closing bid prices as of the last business day of the month as supplied by ICE Data Services. There may be differences in the values shown for investments due to accrued but uncollected income and the use of differing valuation sources and methods. Non-negotiable FDIC-insured bank certificates of deposit are priced at par. Although PFMAM believes the prices to be reliable, the values of the securities may not represent the prices at which the securities could have been bought or sold. Explanation of the valuation methods for a registered investment company or local government investment program is contained in the appropriate fund offering documentation or information statement.

Amortized Cost The original cost of the principal of the security is adjusted for the amount of the periodic reduction of any discount or premium from the purchase date until the date of the report. Discount or premium with respect to short term securities (those with less than one year to maturity at time of issuance) is amortized on a straightline basis. Such discount or premium with respect to longer term securities is amortized using the constant yield basis.

Tax Reporting Cost data and realized gains / losses are provided for informational purposes only. Please review for accuracy and consult your tax advisor to determine the tax consequences of your security transactions. PFMAM does not report such information to the IRS or other taxing authorities and is not responsible for the accuracy of such information that may be required to be reported to federal, state or other taxing authorities.

Financial Situation In order to better serve you, PFMAM should be promptly notified of any material change in your investment objective or financial situation.

Callable Securities Securities subject to redemption prior to maturity may be redeemed in whole or in part before maturity, which could affect the yield represented.

Portfolio The securities in this portfolio, including shares of mutual funds, are not guaranteed or otherwise protected by PFMAM, the FDIC (except for certain non-negotiable certificates of deposit) or any government agency. Investment in securities involves risks, including the possible loss of the amount invested. Actual settlement values, accrued interest, and amortized cost amounts may vary for securities subject to an adjustable interest rate or subject to principal paydowns. Any changes to the values shown may be reflected within the next monthly statement's beginning values.

Rating Information provided for ratings is based upon a good faith inquiry of selected sources, but its accuracy and completeness cannot be guaranteed.

Shares of some local government investment programs and TERM funds are distributed by representatives of USBAM's affiliate, U.S. Bancorp Investments, Inc. which is registered with the SEC as a broker/dealer and is a member of the Financial Industry Regulatory Authority ("FINRA") and the Municipal Securities Rulemaking Board ("MSRB"). You may reach the FINRA by calling the FINRA Hotline at 1-800-289-9999 or at the FINRA website address <https://www.finra.org/investors/investor-contacts>. A brochure describing the FINRA Regulation Public Disclosure Program is also available from FINRA upon request.

Key Terms and Definitions

Dividends on local government investment program funds consist of interest earned, plus any discount ratably amortized to the date of maturity, plus all realized gains and losses on the sale of securities prior to maturity, less ratably amortization of any premium and all accrued expenses to the fund. Dividends are accrued daily and may be paid either monthly or quarterly. The monthly earnings on this statement represent the estimated dividend accrued for the month for any program that distributes earnings on a quarterly basis. There is no guarantee that the estimated amount will be paid on the actual distribution date.

Current Yield is the net change, exclusive of capital changes and income other than investment income, in the value of a hypothetical fund account with a balance of one share over the seven-day base period including the statement date, expressed as a percentage of the value of one share (normally \$1.00 per share) at the beginning of the seven-day period. This resulting net change in account value is then annualized by multiplying it by

365 and dividing the result by 7. The yields quoted should not be considered a representation of the yield of the fund in the future, since the yield is not fixed.

Average maturity represents the average maturity of all securities and investments of a portfolio, determined by multiplying the par or principal value of each security or investment by its maturity (days or years), summing the products, and dividing the sum by the total principal value of the portfolio. The stated maturity date of mortgage backed or callable securities are used in this statement. However the actual maturity of these securities could vary depending on the level or prepayments on the underlying mortgages or whether a callable security has or is still able to be called.

Monthly distribution yield represents the net change in the value of one share (normally \$1.00 per share) resulting from all dividends declared during the month by a fund expressed as a percentage of the value of one share at the beginning of the month. This resulting net change is then annualized by multiplying it by 365 and dividing it by the number of calendar days in the month.

YTM at Cost The yield to maturity at cost is the expected rate of return, based on the original cost, the annual interest receipts, maturity value and the time period from purchase date to maturity, stated as a percentage, on an annualized basis.

YTM at Market The yield to maturity at market is the rate of return, based on the current market value, the annual interest receipts, maturity value and the time period remaining until maturity, stated as a percentage, on an annualized basis.

Managed Account A portfolio of investments managed discretely by PFMAM according to the client's specific investment policy and requirements. The investments are directly owned by the client and held by the client's custodian.

Unsettled Trade A trade which has been executed however the final consummation of the security transaction and payment has not yet taken place.

Please review the detail pages of this statement carefully. If you think your statement is wrong, missing account information, or if you need more information about a transaction, please contact PFMAM within 60 days of receipt. If you have other concerns or questions regarding your account, or to request an updated copy of PFMAM's current disclosure statement, please contact a member of your client management team at PFMAM Service Operations at the address below.

PFM Asset Management
Attn: Service Operations
213 Market Street
Harrisburg, PA 17101

NOT FDIC INSURED

NO BANK GUARANTEE

MAY LOSE VALUE

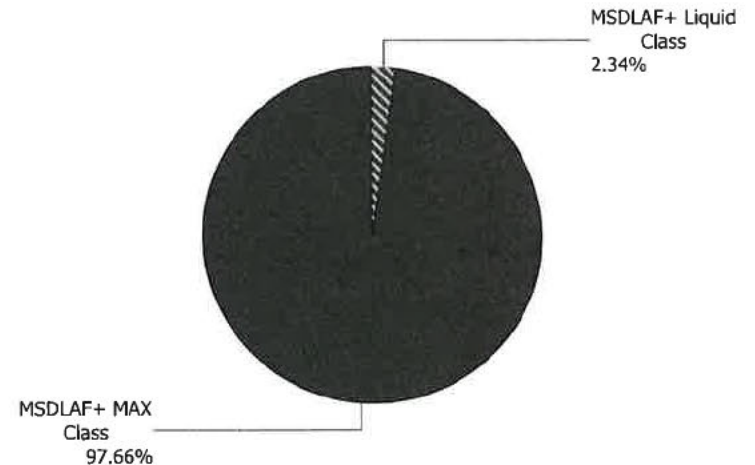
Account Statement - Transaction Summary

For the Month Ending **July 31, 2026**

Lake of the Woods School District ISD #390 - REGULAR ACCOUNT -

MSDLAF+ Liquid Class	
Opening Market Value	42,607.47
Purchases	127.06
Redemptions	0.00
Unsettled Trades	0.00
Change in Value	0.00
Closing Market Value	\$42,734.53
Cash Dividends and Income	127.06
MSDLAF+ MAX Class	
Opening Market Value	1,776,164.46
Purchases	5,432.12
Redemptions	0.00
Unsettled Trades	0.00
Change in Value	0.00
Closing Market Value	\$1,781,596.58
Cash Dividends and Income	5,432.12

Asset Summary		
	July 31, 2026	June 30, 2026
MSDLAF+ Liquid Class	42,734.53	42,607.47
MSDLAF+ MAX Class	1,781,596.58	1,776,164.46
Total	\$1,824,331.11	\$1,818,771.93
Asset Allocation		



Account Statement

For the Month Ending **July 31, 2026**

Lake of the Woods School District ISD #390 - REGULAR ACCOUNT -

Trade Date	Settlement Date	Transaction Description	Share or Unit Price	Dollar Amount of Transaction	Total Shares Owned
MSDLAF+ Liquid Class					
Opening Balance					42,607.47
07/31/26	08/03/26	Accrual Income Div Reinvestment - Distributions	1.00	127.06	42,734.53
Closing Balance					42,734.53

	Month of July	Fiscal YTD July-July		
Opening Balance	42,607.47	42,607.47	Closing Balance	42,734.53
Purchases	127.06	127.06	Average Monthly Balance	42,611.57
Redemptions (Excl. Checks)	0.00	0.00	Monthly Distribution Yield	3.51%
Check Disbursements	0.00	0.00		
Closing Balance	42,734.53	42,734.53		
Cash Dividends and Income	127.06	127.06		

MSDLAF+ MAX Class					
Opening Balance					1,776,164.46
07/31/26	08/03/26	Accrual Income Div Reinvestment - Distributions	1.00	5,432.12	1,781,596.58



Minnesota School District
Liquid Asset Fund Plus

Account Statement

For the Month Ending **July 31, 2026**

Lake of the Woods School District ISD #390 - REGULAR ACCOUNT - [REDACTED]

Trade Date	Settlement Date	Transaction Description	Share or Unit Price	Dollar Amount of Transaction	Total Shares Owned
Closing Balance					1,781,596.58
		Month of July	Fiscal YTD July-July		
Opening Balance		1,776,164.46	1,776,164.46	Closing Balance	1,781,596.58
Purchases		5,432.12	5,432.12	Average Monthly Balance	1,776,339.69
Redemptions (Excl. Checks)		0.00	0.00	Monthly Distribution Yield	3.60%
Check Disbursements		0.00	0.00		
Closing Balance		1,781,596.58	1,781,596.58		
Cash Dividends and Income		5,432.12	5,432.12		

Lake of the Woods Public Schools #390
Reconciliation Worksheet Report
07/31/2026

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1243	07/31/2026	0390	BOR	Border States Bank General Checking

Worksheet has been Finalized

Statement Amount 3,070,606.27

Deposits in Transit 0.00

Outstanding Payments

Checks 93,859.61

Wires 60,126.31

SHR - Payments 854.39

SHR - Third Party 0.00

Cash 0.00

ACH 0.00

Adjustment Amount (68.05)

Amount Per Bank 2,915,697.91

GL Account Balance 2,915,697.91

Difference 0.00

Co L Fd Org Pro Fin O/S Crs
0390 B 01 101 000

Ty
F

Adjustments

Manual 08/19/2026 May Wire (68.05) Off by \$68.02 in May

Lake of the Woods Public Schools #390
Student Activity Guideline
Period Ending July 31, 2026

Sequence: Group-Sub, Crs

										27ADP			% YTD			Remaining
										Annual Budget	Period 202701	Year To Date	% YTD	Encumbrances	+ Enc	Balance
00	ASSETS															
B 21 101 000						100	00	Student Activity Cash		0.00	433.90	54,956.68	0%	0.00	0%	(54,956.68)
B 21 206 000						200	00	Accounts Payable		0.00	0.00	1,902.58	0%	0.00	0%	(1,902.58)
00	LIABILITIES									0.00	433.90	56,859.26	0%	0.00	0%	(56,859.26)
701	SEL calming corners															
B 21 401 701						400	701	SEL Calming Corners		0.00	0.00	(1,432.30)	0%	0.00	0%	1,432.30
701	SEL calming corners									0.00	0.00	(1,432.30)	0%	0.00	0%	1,432.30
702	Athletics															
B 21 401 702						400	702	Athletics		0.00	0.00	(3,880.00)	0%	0.00	0%	3,880.00
702	Athletics									0.00	0.00	(3,880.00)	0%	0.00	0%	3,880.00
703	Science Club															
B 21 401 703						400	703	Science Club		0.00	0.00	(190.06)	0%	0.00	0%	190.06
703	Science Club									0.00	0.00	(190.06)	0%	0.00	0%	190.06
704	Boys Basketball															
B 21 401 704						400	704	Kindergarten Clawset		0.00	0.00	(634.07)	0%	0.00	0%	634.07
704	Boys Basketball									0.00	0.00	(634.07)	0%	0.00	0%	634.07
712	High School Yearbook															
B 21 401 712						400	712	High School Yearbook		0.00	0.00	(8,296.63)	0%	0.00	0%	8,296.63
E 21 005 298 301 401 712						401	712	High School Yearbook		7,000.00	0.00	0.00	0%	0.00	0%	7,000.00
R 21 005 298 301 099 712						401	712	High School Yearbook		(4,000.00)	0.00	0.00	0%	0.00	0%	(4,000.00)
712	High School Yearbook									3,000.00	0.00	(8,296.63)	(277%)	0.00	(277%)	11,296.63
713	Student Council															
B 21 401 713						400	713	Student Council		0.00	0.00	(1,660.40)	0%	0.00	0%	1,660.40
E 21 005 298 301 401 713						401	713	Student Council		800.00	0.00	0.00	0%	0.00	0%	800.00
R 21 005 298 301 099 713						401	713	Student Council		(350.00)	0.00	0.00	0%	0.00	0%	(350.00)
713	Student Council									450.00	0.00	(1,660.40)	(369%)	0.00	(369%)	2,110.40
714	Special Ed Fundraising															
B 21 401 714						400	714	Special Ed Fundraising		0.00	0.00	(1,052.82)	0%	0.00	0%	1,052.82
E 21 005 298 301 401 714						401	714	Special Ed Fundraising		500.00	0.00	0.00	0%	0.00	0%	500.00
714	Special Ed Fundraising									500.00	0.00	(1,052.82)	(211%)	0.00	(211%)	1,552.82
715	Elementary Yearbook															
B 21 401 715						400	715	Elementary Yearbook		0.00	0.00	(2,745.06)	0%	0.00	0%	2,745.06
E 21 005 298 301 401 715						401	715	Elementary Yearbook		3,000.00	0.00	0.00	0%	0.00	0%	3,000.00

Lake of the Woods Public Schools #390
Student Activity Guideline
Period Ending July 31, 2026

Sequence: Group-Sub, Crs

										27ADP				% YTD		Remaining
L	Fd	Org	Pro	Fin	O/S	Crs	Class	Sub	Description	Annual Budget	Period 202701	Year To Date	% YTD	Encumbrances	+ Enc	Balance
							715		Elementary Yearbook							
R	21	005	298	301	099	715	401	715	Elementary Yearbook	(600.00)	0.00	0.00	0%	0.00	0%	(600.00)
							715		Elementary Yearbook	2,400.00	0.00	(2,745.06)	(114%)	0.00	(114%)	5,145.06
							716		Elementary Fundraising							
B	21	401	716				400	716	ECFE	0.00	0.00	(2,705.00)	0%	0.00	0%	2,705.00
R	21	005	298	301	099	716	401	716	ECFE	(2,000.00)	0.00	0.00	0%	0.00	0%	(2,000.00)
							716		ECFE	(2,000.00)	0.00	(2,705.00)	135%	0.00	135%	705.00
							718		Class of 2032							
B	21	401	718				400	718	Class of 2032	0.00	0.00	(2,763.61)	0%	0.00	0%	2,763.61
E	21	005	298	301	401	718	401	718	Class of 2032	500.00	0.00	0.00	0%	0.00	0%	500.00
R	21	005	298	301	099	718	401	718	Class of 2032	(2,000.00)	0.00	0.00	0%	0.00	0%	(2,000.00)
							718		Class of 2032	(1,500.00)	0.00	(2,763.61)	184%	0.00	184%	1,263.61
							719		Class of 2033							
B	21	401	719				400	719	Class of 2033	0.00	0.00	(2,190.62)	0%	0.00	0%	2,190.62
E	21	005	298	301	401	719	401	719	Class of 2033	3,000.00	0.00	0.00	0%	0.00	0%	3,000.00
R	21	005	298	301	099	719	401	719	Class of 2033	(1,000.00)	0.00	0.00	0%	0.00	0%	(1,000.00)
							719		Class of 2033	2,000.00	0.00	(2,190.62)	(110%)	0.00	(110%)	4,190.62
							722		Class of 2031							
B	21	401	722				400	722	Class of 2031	0.00	0.00	(5,357.64)	0%	0.00	0%	5,357.64
E	21	005	298	301	401	722	401	722	Class of 2031	1,500.00	0.00	0.00	0%	0.00	0%	1,500.00
R	21	005	298	301	099	722	401	722	Class of 2031	(1,000.00)	0.00	0.00	0%	0.00	0%	(1,000.00)
							722		Class of 2022	500.00	0.00	(5,357.64)	(1072%)	0.00	(1072%)	5,857.64
							724		Class of 2024							
E	21	005	298	301	401	724	401	724	Class of 2024	2,500.00	0.00	0.00	0%	0.00	0%	2,500.00
							724		Class of 2024	2,500.00	0.00	0.00	0%	0.00	0%	2,500.00
							725		Class of 2025							
B	21	401	725				400	725	Class of 2025	0.00	0.00	(2,354.80)	0%	0.00	0%	2,354.80
E	21	005	298	301	401	725	401	725	Class of 2025	3,000.00	0.00	0.00	0%	0.00	0%	3,000.00
							725		Class of 2025	3,000.00	0.00	(2,354.80)	(78%)	0.00	(78%)	5,354.80
							726		Class of 2026							
B	21	401	726				400	726	Class of 2026	0.00	0.00	(1,345.39)	0%	0.00	0%	1,345.39
E	21	005	298	301	401	726	401	726	Class of 2026	3,000.00	0.00	0.00	0%	0.00	0%	3,000.00
							726		Class of 2026	3,000.00	0.00	(1,345.39)	(45%)	0.00	(45%)	4,345.39

Lake of the Woods Public Schools #390
Student Activity Guideline
Period Ending July 31, 2026

Sequence: Group-Sub, Crs

									27ADP				% YTD	Remaining		
L	Fd	Org	Pro	Fin	O/S	Crs	Class	Sub	Description	Annual Budget	Period 202701	Year To Date	% YTD	Encumbrances	+ Enc	Balance
		727	Class of 2027													
B	21	401	727				400	727	Class of 2027	0.00	0.00	(9,734.56)	0%	0.00	0%	9,734.56
E	21	005	298	301	401	727	401	727	Class of 2027	1,000.00	0.00	0.00	0%	0.00	0%	1,000.00
R	21	005	298	301	099	727	401	727	Class of 2027	(1,000.00)	0.00	0.00	0%	0.00	0%	(1,000.00)
		727	Class of 2027							0.00	0.00	(9,734.56)	0%	0.00	0%	9,734.56
		729	Class of 2028													
B	21	401	729				400	729	Class of 2028	0.00	0.00	(782.47)	0%	0.00	0%	782.47
E	21	005	298	301	401	729	401	729	Class of 2028	3,000.00	0.00	0.00	0%	0.00	0%	3,000.00
R	21	005	298	301	099	729	401	729	Class of 2028	(2,500.00)	0.00	0.00	0%	0.00	0%	(2,500.00)
		729	Class of 2028							500.00	0.00	(782.47)	(156%)	0.00	(156%)	1,282.47
		730	Class of 2029													
B	21	401	730				400	730	Class of 2029	0.00	0.00	(4,933.59)	0%	0.00	0%	4,933.59
E	21	005	298	301	401	730	401	730	Class of 2029	1,000.00	0.00	0.00	0%	0.00	0%	1,000.00
R	21	005	298	301	099	730	401	730	Class of 2029	(1,000.00)	0.00	0.00	0%	0.00	0%	(1,000.00)
		730	Class of 2029							0.00	0.00	(4,933.59)	0%	0.00	0%	4,933.59
		731	High School PBIS													
B	21	401	731				400	731	PBIS	0.00	0.00	(3,337.58)	0%	0.00	0%	3,337.58
E	21	005	298	301	401	731	401	731	PBIS	6,500.00	0.00	0.00	0%	0.00	0%	6,500.00
R	21	005	298	301	099	731	401	731	PBIS	(3,000.00)	(433.90)	(433.90)	14%	0.00	14%	(2,566.10)
		731	HS PBIS							3,500.00	(433.90)	(3,771.48)	(108%)	0.00	(108%)	7,271.48
		732	Backpack Program													
B	21	401	732				400	732	Backpack Program	0.00	0.00	2,300.56	0%	0.00	0%	(2,300.56)
E	21	005	298	301	401	732	401	732	Backpack Program	6,000.00	0.00	0.00	0%	0.00	0%	6,000.00
R	21	005	298	301	099	732	401	732	Backpack Program	(1,000.00)	0.00	0.00	0%	0.00	0%	(1,000.00)
		732	Backpack Program							5,000.00	0.00	2,300.56	46%	0.00	46%	2,699.44
		733	Class of 2030													
B	21	401	733				400	733	Class of 2030	0.00	0.00	(3,329.32)	0%	0.00	0%	3,329.32
		733	Class of 2030							0.00	0.00	(3,329.32)	0%	0.00	0%	3,329.32
Report Totals:										22,850.00	0.00	0.00	0%	0.00	0%	22,850.00

Lake of the Woods Public Schools #390
Student Activity Transaction Report
202701 through 202701

Sequence: Comp, L, Fd, Org, Pro, Fin, O/S, Crs

21 Student Activity Fund
0390 R 21 005 298 301 099 731 PBIS

Type	Code	Period	Date	St	Vendor / Cust / Desc	Detail Description	PO#	Inv Ref	PmtDt/DepCtl	Pmt Tp	Check#	Amount
RCT	27973	202701	07/07/26	1	1057 Student Activity	PBIS			6813	CH	002321	(45.50)
RCT	27997	202701	07/28/26	1	1057 Student Activity	PBIS			6814	CH	002676	(388.40)

Total Receipt Activity: (\$433.90)

21	Student Activity Fund	\$0.00	(\$433.90)	\$0.00	(\$433.90)
Report Total Balance:		\$0.00	(\$433.90)	\$0.00	(\$433.90)

Wire Payment Register

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
BOR		53779		Wire	1	09541		PERA		No	Yes	No	07/18/2026	4,401.85
BOR		53780		Wire	1	3198		Educators Benefit Consultants,		No	Yes	No	07/18/2026	7,569.68
BOR		53781		Wire	1	3475		Teacher Retirement Association		No	Yes	No	07/18/2026	16,705.82
BOR		53782		Wire	1	3503		USA TAX		No	Yes	No	07/18/2026	26,431.42
BOR		53783		Wire	1	3504		MINNESOTA TAX		No	Yes	No	07/18/2026	4,020.64
BOR		53784		Wire	1	3820		SCHOOL MANAGEMENT SERVICES, LLC		No	Yes	No	07/18/2026	1,724.00
BOR		53785		Wire	2	5259		Wex HSA		No	Yes	No	07/18/2026	2,230.95
BOR		53855		Wire	1	04657		INTERNAL REVENUE SERVICE		No	Yes	No	07/30/2026	277.04
BOR		53856		Wire	1	08330		MADISON NATIONAL LIFE		No	Yes	No	07/30/2026	3,668.89
BOR		53857		Wire	1	09541		PERA		No	No	No	07/30/2026	4,305.08
BOR		53858		Wire	1	3198		Educators Benefit Consultants,		No	No	No	07/30/2026	7,444.68
BOR		53859		Wire	1	3475		Teacher Retirement Association		No	No	No	07/30/2026	16,713.48
BOR		53860		Wire	1	3503		USA TAX		No	No	No	07/30/2026	25,349.73
BOR		53861		Wire	1	3504		MINNESOTA TAX		No	No	No	07/30/2026	4,082.39
BOR		53862		Wire	1	5304		MN - Department of Revenue-Sales Tax		No	Yes	No	07/30/2026	115.00
BOR		53863		Wire	2	5259		Wex HSA		No	No	No	07/30/2026	2,230.95
BOR		53933		Wire	1	00754		Pitney Bowes Inc Lease Payment		No	Yes	No	07/31/2026	361.56
BOR		53934		Wire	1	1769		AFLAC		No	Yes	No	07/31/2026	135.06
BOR		53935		Wire	1	4325		rSchool Today		No	Yes	No	07/31/2026	44.95
BOR		53936		Wire	1	5090		Delta Dental of Minnesota		No	Yes	No	07/31/2026	1,968.81
BOR		53937		Wire	1	5116		VSP Insurance CO		No	Yes	No	07/31/2026	214.84
BOR		53938		Wire	1	5222		Medica-North Risk		No	Yes	No	07/31/2026	61,185.10
BOR		53939		Wire	1	5276		WEX FSA/DEP Reimb. or Fees		No	Yes	No	07/31/2026	77.00

Bank Total: \$191,258.92Report Total: \$191,258.92



Lake of the Woods School School Board Meeting Agenda Information

School Board Agenda

Date:

August 24, 2026

Agenda Item:

7.d. Approval to increase the adult lunch price to \$5.50.

Background Information:

1. Adult Lunch Price Increase

- a. Per MDE's recommendation, the MINIMUM price that schools should be charging for school breakfast and lunch is as follows:
 - i. Breakfast = \$2.55
 - ii. Lunch = \$5.30
- b. Lake of the Woods School's current adult meal pricing
 - i. Breakfast = \$3.00
 - ii. Lunch = \$5.00
- c. We are looking for approval to increase the adult LUNCH price to \$5.50 per adult meal served.

Attachments:

Attach 1: N/A

Fiscal Impact:

Increase in funds coming in from adult school lunch purchases, to cover the cost of production.

**Thoele Photography agrees provide the following services to
Lake of the Woods School District
for the 2026-2027 school year:**

What we will provide:

- Green screen school photographs
- Easy online ordering for school photographs
- Complimentary staff packages
- Staff ID cards with lanyards
- Digital images for use in the yearbook
- Digital images for administration use
- K- 5th Grade Elementary class group photos
- Yearbook group photos
- 15% Commission on all fall portrait packages sold
- Framed Senior Class Wall Composite

Studio Signature: Dana M Thoele Date: 7/25/26
Print Name: Donna M Thoele

School Signature: [Signature] Date: 8/4/24
Print Name: Scott Fitzsimmons

Thoele Photography

216 LaBree Ave N

Thief River Falls

218-681-8521

www.thoelephoto.com

School Copy

School Package Prices and Contents

Package #1	Package #2	Package #3
2-8x10	1-8x10	1-8x10
3-5x7	2-5x7	2-5x7
2-3x5	4-3x5	2-3x5
4-2x3	4-2x3	4-2x3
8-1x2	8-1x2	
\$47	\$39	\$32

Package #4	Package #5	Package #6
1-5x7	2-5x7	1-5x7
4-2x3	2-3x5	1-3x5
Digital Image	2-2x3	2-2x3
	4-1x2	
\$36	\$28	\$15

Add Ons

Digital Image	\$25
1-8x10	\$14
2-5x7	\$12
4-3x5	\$13
9-2x3 Wallets	\$11
18-1x2 Exchange	\$10
4-2x3 Magnets	\$16
Soft Focus	\$10
Retouching	\$6

July 27, 2026

Donna Thoele
Thoele Photography
216 LaBree Ave N
Thief River Falls, MN 56701

Tracy Cook
Lake of the Woods School
PO Box 310
Baudette, MN 56623

Dear Tracy,

Thank you for the opportunity to serve the Lake of the Woods School this past year. It has been a pleasure working with you and your staff.

I am enclosing an agreement for the 2026-2027 school year. Please sign and return one copy at your convenience.

Please let me know if you have any questions about the services or pricing.

Sincerely,



Donna Thoele
Owner\Photographer



3728 Bemidji Ave. N.
Bemidji, MN 56601
Phone: (218) 751-4502
Fax: (218) 444-4505

PREVENTATIVE MAINTENANCE PROPOSAL

7/30/26

Lake of the Woods School District
236 15th Ave. SW
Baudette, MN 56623

218-634-2735

Attn: Scott Fitzsimonds / Dale Fuller

RE: Carrier Controls Preventative Maintenance Contract Renewal

Our records indicate that your preventative maintenance contract is due to expire on August 31, 2026. This contract runs on an annual basis, starting September 1st and ending August 31st. We appreciate your past patronage and look forward to providing your current service needs. Please review the following information and rates to renew your contract.

The contract will include 2 site visits, 1 in December and 1 visit in June for pneumatic control work.

The following is a list of work to be performed. Maintenance visits are scheduled automatically and billed upon completion of work. Contract customers receive priority dispatch, a discount hourly rate for non-contract labor, and a discount on parts. Additional work will only be performed with proper authorization.

Electronic Controls:

- Check thermostat and controllers operation
- Verify reheat operation
- Verify VAV box operation
- Check sensors and proper operation

Pneumatic Controls:

- Service air compressor, dryer, and pressure regulating station
- Change oil, intake filters, and oil filters & auto drain assemblies - Annually
- Check damper and valve actuators
- Check thermostat calibration and adjust if needed
- Check controllers' operation



1 YEAR CONTRACT: 9/1/26 through 8/31/27

Non-contract hourly rate of \$138.00 / hour
10% discount on all parts needed
Priority dispatch for repairs
Waive mileage fees on service calls
Bi-Annual cost of \$2,330.00 for a total yearly cost of \$4,660.00

Accepted by	Title	Date
-------------	-------	------

2 YEAR CONTRACT: 9/1/26 through 8/31/28

Non-contract hourly rate of \$138.00 / hour
15% discount on all parts needed
Priority dispatch for repairs
Waive mileage fees on service calls
Bi-Annual cost of \$2,330.00 for a total yearly cost of \$4,660.00

Scott Fitzsimonds	Superintendent	8/24/2026
Accepted by	Title	Date

Acceptance of Proposal – The above prices, specifications and conditions are satisfactory and hereby accepted. Peterson Sheet Metal is authorized to do the work as specified upon receipt of a signed proposal and down payment. Upon completion of the maintenance visit, the customer will be billed for services performed. Any extra work will be on top of the base bid.

➤ NOTE: This estimate may be withdrawn by us if not accepted within **30 days**.

We appreciate the opportunity to earn your business. If you have any questions about the content of this bid, please feel free to call me at (218) 751-4502.

Sincerely,

Mark Lusby,
PSM Service Manager

ML/KB

Adopted: _____

MSBA/MASA Model Policy
402

Revised: _____

Orig. 1995
Rev. 2026

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 PK-12 Principal at 236 15th Ave SW Baudette, MN 56623, 218-634-2510, info@lakeofthewoodsschool.org. 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)

Adopted: _____

MSBA/MASA Model Policy
402

Revised: _____

Orig. 1995
Rev. 2026

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- 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 PK-12 Principal at 236 15th Ave SW Baudette, MN 56623, 218-634-2510, info@lakeofthewoodsschool.org. 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 ~~the school district's Policy 103 (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 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)

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 three-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 three-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 once per 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 Subparagraph 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 yearly 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 Article 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 once 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 Article 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 yearly 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 to close opportunity and achievement gaps.~~professional development 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 Paragraph 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

Adopted: _____

MSBA/MASA Model Policy
621

Revised: _____

Orig. 2023
Rev. 2026

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~~ and "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.
- M. "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.
- N. "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.

- O. "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. 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 MDE.

- 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, ~~and~~
 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

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; ~~grade level;~~ 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 ~~only~~ 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~~ ~~in accordance with~~ 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. this section,~~ 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. involving assaulting another and inflicting substantial bodily harm.~~

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 ~~of a student~~;
2. ~~the student's~~ athletic or extracurricular ability ~~of a student~~;
3. ~~the student's~~ disabling conditions ~~of a student~~;
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 student and~~ 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
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Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section ~~142D.08124D.151~~ to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3~~this subdivision~~ to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section ~~142D.08124D.151~~ 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 ~~under seventeen (17) years of age~~ who is absent from attendance at school without lawful excuse for seven (7) school days in a school year ~~if the child is in elementary school or 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 for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents only after the school district sends the student's parents a~~ written notice of the school district's belief ~~that the student is not a resident of the school district. The notice shall including the facts upon which the belief is based, and notice to the parents of their an opportunity to provide documentary evidence, in person or in writing, of residency 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. The superintendent or the superintendent's designee who will make the 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](#) (accessed 03/18/26)

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;
 - 3. is regarded as having such an impairment; or
 - 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 the PK-12 Principal at 236 15th Ave SW, 218-634-2510. 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)
Minn. Stat. § 363A.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: _____

MSBA/MASA Model Policy
524

Revised: _____

Orig. 1996
Rev. 2026

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

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

In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-alone policy for cell phones and similar devices. School districts may adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[NOTE: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or

other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with the school district's Protection and Privacy of Pupil Records Policy; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with the school district's Protection and Privacy of Pupil Records policy.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 - 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

- a. "Identifiable individual" means a person that is identifiable:
 - (1) from the image itself, by the person depicted in the image, or by another person; or
 - (2) from personal information displayed in connection with the image.
- b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.
- c. "Nudify" or "nudified" means the process by which:
 - (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and
 - (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.

Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices.

If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[NOTE: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes, section 125B.26 or

certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: "A school district ~~receiving technology revenue under section 125B.26~~ must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography."]

ALTERNATIVE NO. 1

[NOTE: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes, section 125B.15.]

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

[NOTE: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

ALTERNATIVE NO. 2

[NOTE: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

ALTERNATIVE NO. 3

[NOTE: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not

seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[NOTE: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a

discovery that a user has violated this policy, another school district policy, or the law.

- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes, chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:

- a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
- 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
 - 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 - 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 - 1. A copy of the user notification form provided to the student user.
 - 2. A description of parent/guardian responsibilities.
 - 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 - 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within thirty (30) days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in Paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by Paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes, section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in Paragraph C, clause 4, it must, within seventy-two (72) hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within seventy-two (72) hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.]

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals collaborated to make best practices available to schools on a range of different strategies to achieve the goals stated above.

In 2025, MSBA published Model Policy 524.5 (Personal Electronic Communication Devices), a stand-alone policy for cell phones and similar devices. School districts may adopt Model Policy 524.5 in lieu of establishing cell phone rules in this policy.]

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 524.5 (Personal Electronic Communication Devices)*
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 625 (Responsible Use of Artificial Intelligence)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

*If applicable

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.~~
- B. "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

District Assessment/MARSS & Student Data Systems Coordinator shall be named the District Assessment Coordinator ~~and. 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; and

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
7. A minimum of seven (7) elective credits.
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

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); and
 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

[NOTE: * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs].

- 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)
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 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)

Adopted: _____

MSBA/MASA Model Policy
624

Revised: _____

Orig. 2023
Rev. 2026

624 ONLINE INSTRUCTION

[NOTE: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under Paragraph E. **below**.
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05, subdivision 8, or chapter 124E.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph I; course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under Paragraph C. **above**; and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under Paragraph E and may enroll students receiving online instruction under Paragraph E. **above**.
- G. "Online teacher" means an employee of the enrolling district under Paragraph C. **above** or the supplemental online course provider under Paragraph J who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under Paragraph E. **above**.
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota

Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under Paragraph C. ~~above~~.
- J. "Supplemental online course provider" means a school district, an intermediate school district, a state-operated school, an organization of two (2) or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph I. ~~above~~.

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section ~~120A.22~~~~120A.21~~.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that

- meets or exceeds the academic standards of the course in the enrolling district they are replacing;
2. apply to take supplemental online courses for up to fifty (50) percent of the student's scheduled course load;
 3. apply to take supplemental online courses no later than fifteen (15) school days after the student's enrolling district's term has begun. An enrolling district may waive the fifty (50) percent course enrollment limit or the 15-day time limit; and
 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;
 2. notify the student, the student's guardian if they are age seventeen (17) or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age seventeen (17) or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the

academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

- C. Within fifteen (15) days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Legal References: ~~Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)~~

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 709
Orig. 1995
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2026

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 at 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 a 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 file 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)

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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 13D.02, subdivision 8, "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 shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was 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.

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

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.

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 **thirty (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. The school district's Protection and Privacy of Pupil Records policy 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 of 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 Paragraph 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:

Lake of the Woods School, Superintendent
236 15th Ave. SW or PO Box 310
Baudette, MN 56623
218-634-2510
www.lakeofthewoodsschool.org (check the school website for email information)

Data Practices Compliance Official:

Lake of the Woods School, Business Manager
236 15th Ave. SW or PO Box 310
Baudette, MN 56623
218-634-2510
www.lakeofthewoodsschool.org (check the school website for email information)

Data Practices Designee(s):

Lake of the Woods School, District Office Administrative Assistant
236 15th Ave. SW or PO Box 310
Baudette, MN 56623
218-634-2510
www.lakeofthewoodsschool.org (check the school website for email information)

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](#)

Adopted: _____

MSBA/MASA Model Policy
806

Revised: _____

Orig. 1999
Rev. 2026

806 CRISIS MANAGEMENT POLICY

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

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

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

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and

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

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

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

a. Lock-Down Procedures

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

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

b. Evacuation Procedures

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

[NOTE: Minnesota law requires a minimum of five school fire

drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section 121A.035.]

c. Sheltering Procedures

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

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

2. Crisis-Specific Procedures

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

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

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

3. School Emergency Response Teams

a. Composition

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

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

b. Leaders

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

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

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

2. Students and Parents

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

B. Planning and Preparing for Fire

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

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

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary

emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

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

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

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

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

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

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

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

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

anyone other than first responders.]

D. Emergency Telephone Numbers

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

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

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

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

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

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

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

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

G. Media Procedures

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

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

H. Behavioral Health Crisis Intervention Procedures

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

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

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

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

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

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the

event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

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

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

auditory or visual limitations.

C. Student Mental Health and Wellness

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

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least **twenty-four (24)** hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

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

F. Active Shooter Simulations

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

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one **(1)** hour, or one **(1)** standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual

who may be at risk of harming oneself or others;

- b. the importance of taking threats seriously and seeking help; and
- c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

- 3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

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

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

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

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

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons

- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

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

B. Visitors

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

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

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

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

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe

School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

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

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Resources: MDE: [Model Cardiac Emergency Response Plan](#) [Rev. 11/25] (accessed 03/10/26)
MN Department of Public Safety: [School Safety Resources](#) (accessed 03/10/26)

[NOTE: The Minnesota Department of Public Safety has the following on its website:

Comprehensive school safety guide

The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at [SchoolSafety.gov](#). Their [Foundation Elements of School Safety](#) can serve as a helpful framework for your planning efforts.]

U.S. Department of Education: [Practical Information on Crisis Planning: A Guide for Schools and Communities](#) [January 2007] (accessed 03/10/26)
I Love U Guys Foundation, [Standard Response Protocol](#) (accessed 03/10/26)
[Safe and Sound Schools](#) (accessed 03/10/26)



Lake of the Woods School School Board Meeting Agenda Information

School Board Agenda

Date:

8/24/2026

Agenda Item:

7.j. - Approval of the contract with Creative Planning for Payroll and Business Manager Services

Background Information:

The district started reviewing payroll and business manager services in March of 2026 to explore options, costs, and consider future needs. Since that time SMS has been purchased by CESO, one of the companies from which the district received a proposal for FY27. The district also received a proposal from Creative Planning. Our current contract runs from 10/1 to 9/30 each year, and we would like to have an annual contract aligned to the fiscal year. All three companies (SMS, CESO, Creative Planning) service a number of school districts.

Attachments:

Attach 1: Creative Planning proposal for Payroll and Business Manager Services

Fiscal Impact:

Our current FY27 contract with SMS (now owned by CESO) is \$93,712 with approximately \$4,000 for the year in mileage for a one day per week in person payroll person.

The Creative Planning proposal is \$77,400 annually, with a one time \$5,000 transition/onboarding fee. This would mean a cost savings of approximately \$15,000 for the FY27 school year.

Recommendation(s):

The Superintendent, along with district administration, recommends moving payroll and business manager services to Creative Planning.

School Board Action:

Motion by: _____

Second by: _____

Vote Yes: _____

Vote No: _____

No Action Required: _____

Vote:



LAKE OF THE WOODS
School

School Services

PROPOSAL FOR ACCOUNTING AND ADVISORY SERVICES

LAKE OF THE WOODS SCHOOL



Welcome and Introduction

We are excited about the opportunity to be a part of your team! We have high interest and energy ready to contribute to your success.

We are different than other school service accounting and financial advisory service providers. It starts with a passion for working with schools and having the talent to execute. Our Creative Planning Business Services team of professionals have rich backgrounds working in accounting and financial advisory services. We also bring business experiences beyond finance. Above all, our team brings unique chemistry and desire to make a difference, along with a history to back it up.

We are your partner and will provide you with the facts, figures and information you will need to make good business decisions. With a great team in place, you can focus on the educational program and meeting the needs of your students!

Here are a few benefits of working with Creative Planning Business Services:

- ✦ **School experience.** Creative Planning Business Services' dedicated School Services industry group provides accounting and financial advisory services to over 60 schools. We support our client schools with comprehensive accounting and financial advisory services including budgeting, financial accounting of state and federal grants, processing monthly accounting information including preparation of comprehensive interim financial statements and preparing accounting records for the annual financial audit.
- ✦ **In-depth knowledge of School accounting and tax regulations.** Our team stays abreast of the latest developments in Schools through ongoing third-party continuing education classes and extensive technical literature maintained in-house. Members of our team and firm are involved with MDE, MASBO, and other School supported organizations. We also keep you informed of upcoming regulations and the potential impact on your School, such as GASB's new financial reporting rules.
- ✦ **Effective communication.** Creative Planning Business Services has set high internal standards for responding and communicating with our clients. Providing support exactly when and where you need it is the value our team brings. Your time is valuable; we will be clear and efficient in our communications, work to eliminate surprises and meet agreed-upon deadlines. We have a proven track record of performing clients' requests based on their preferred timetable and delivering reports to our clients in advance of deadlines.
- ✦ **Innovative thinking and solutions driven.** When working with Creative Planning Business Services, clients find that we focus on earning their trust by being actively involved and focused on helping them be successful in all they do. We solve problems. Whether that problem is technology, financial or operations related, we will find a way to help.

It is our proven business model and processes that allow us to provide the highest level of value and performance to our clients.

Warmest regards,

Joline Raymond

Head of School Services

Joline.Raymond@creativeplanning.com | 952-563-6833

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Firm Profile

We have an extensive background working with clients through a strategic approach; we don't just keep pace with the trends; we stay ahead of the curve. We explore new ways to innovate and operate more efficiently.

Who We Are

CREATIVE PLANNING BUSINESS SERVICES

Creative Planning Business Services is the business advisory arm of Creative Planning that provides a comprehensive suite of services to support and empower businesses and their owners. Our values drive our decisions, and our passion is putting our clients at the center of everything we do.

DELIVERING BUSINESS SERVICES THAT INNOVATE AND INSPIRE

Why We Do It

TRANSFORMING BUSINESS. TRANSFORMING LIVES.

To transform the lives and businesses of every human we meet through thought leadership, meaningful connections and the most client-centric approach while building an ecosystem powered by people that aspire to make the world a better place.

Our Services

COMPREHENSIVE SUITE OF SERVICES



Creative Planning Cares

COMMUNITY INVOLVEMENT

Every day, Creative Planning helps clients achieve financial freedom and exceed their business objectives. But there are many individuals and organizations within our communities that are underserved or don't have access to the resources they need. For the last 20 years, our giving has been focused on those among us who need that support while they work through tough times or simply need a little assistance to give them a better chance of success.

Giving Back

Creative Planning opened Pathway Financial Education in the historic 18th & Vine area of Kansas City, Missouri.

The center offers free classes to small business owners, adults and youth, and many of Creative Planning's employees teach courses in financial planning, tax services, law, business management, and more.

Recognized as a 2023 Charitable Champion



CHARACTER
HONESTY • KINDNESS • SELFLESSNESS

PASSION
POSITIVE • IMPACT • OWNERSHIP

TEAMWORK
URGENCY • HIGH-PERFORMING

GROWTH
OURSELVES • COMPANY

CHARACTER

HONESTY: We are upfront and truthful, and we own our mistakes.

KINDNESS: We treat people internally and externally with respect and kindness regardless of their status or whether we agree with them.

SELFLESSNESS: We seek what is best for the client. They are the first priority, then Creative Planning.

PASSION

POSITIVE: We are tenacious and tackle hard problems with a positive attitude.

IMPACT: We create results by focusing on what's important and giving a strong performance.

OWNERSHIP: We see everything through until it's completed.

TEAMWORK

URGENCY: We move quickly and with purpose. Things don't stay with us for long.

HIGH-PERFORMING: We strive to be a high-performing team to achieve excellence.

GROWTH

OURSELVES: We strive to provide exceptional work and pursue growth opportunities.

COMPANY: We care intensely about Creative Planning's success.

School Accounting and Advisory Proposed Services

Accounts Receivable

- ♦ Process all accounts receivable and ensure proper UFARS accounting.

Payroll

- ♦ Process payroll including paying staff, ensure proper UFARS accounting, calculating and paying all federal and state income taxes, remitting of the state pension contributions, and processing changes to benefits and deductions.
- ♦ Prepare and file quarterly 941's, W-2's, and ACA reporting.

Grant Advisory & Accounting

- ♦ Review and monitor state and federal programs that require reimbursement through the MN Department of Education's reimbursement reporting system (SEDRA - State Special Education and MEGS - Federal Programs).
- ♦ Verify that the coding in the finance system matches SEDRA and MEGS.
- ♦ Process and maintain all necessary grant financial reports.
- ♦ Provide ongoing analysis on reasonability of grant expenditures to guarantee allowability.
- ♦ Assist with grant specific audits.

Budgeting

- ♦ Develop a five-year operating budget in sync with the school's program.
- ♦ Monitor the budget vs. actual to determine when budget revisions are necessary.
- ♦ Monitor the budget to verify the school is receiving all available funding to ensure they are maximizing their revenues.

Financial Reporting

- ✦ Month end closing including bank statement reconciliation and any related journal entries.
- ✦ Prepare and provide monthly financial reports and supplemental information.
- ✦ Continually analyze account activity to ensure the budget correctly reflects the School's operations.
- ✦ Review and analyze cash flow projections.

Audit Preparation Services

- ✦ Coordinate the audit process directly with your respective audit firm.
- ✦ Prepare all required audit files and supporting workpapers for the annual audit.
- ✦ Enter and review all year end accrual entries and ensure accurate financial reporting.
- ✦ Provide audit status reports to administration.
- ✦ Ensure all reports are submitted by mandated deadlines.

Other Services Performed Which Are Included In Our Proposal

- ✦ Submit enrollment/average daily membership (ADM) estimates directly to MDE.
- ✦ Virtually attend meetings with school leadership, as needed; monthly finance committee meetings; and board meetings, as needed.
- ✦ Assist with Levy Certification process.
- ✦ Assist with 10 Year LTFM Plan updates and submissions.

Meet Our School Services Leadership and Transition Team

Creative Planning Business Services (CPBS) has a dedicated School Services leadership and transition team to meet your school's unique needs. These individuals are instrumental in ensuring we deliver exceptional service and you receive best in class experience throughout our partnership.



JOLINE RAYMOND, MANAGER OF ACCOUNTING, SCHOOL SERVICES

Joline is an experienced accounting supervisor with a demonstrated history of working in the educational accounting industry. Joline's specialty is accounts payable and payroll. She uses her expertise to lead and help her team with daily problem solving and is constantly looking for ways to improve processes and procedures to benefit clients and staff alike. She enjoys working side-by-side with her team to help clients take the worry out of their day-to-day office duties, whether it is accounts payable, payroll, grant management or budgeting which enables them to focus on the students they serve. Joline holds an associate degree in business administration from Rasmussen College. Outside of work, Joline is involved with Simley Wrestling and Randolph Rockets Softball.



BRIDGET MERRILL-MYHRE, CPA, MANAGER, PUBLIC SCHOOL SERVICES

Bridget has over 17 years of school business experience and three years of Big Four tax experience. She has a track record of budget and audit accuracy and deep knowledge of GASB and internal controls/standards along with superior technical accounting skills. Bridget has success in cash flow analysis, strategic budget development, as well as grant management with several public school districts. She earned her bachelor's degree in accounting from the University of Iowa and her MBA from St. Cloud State University. Outside of work, Bridget is an avid runner and enjoys being outdoors spending time with her husband and two sons.



JENNY ABBS, SENIOR ADVISOR, SCHOOL SERVICES

Jenny has been working in schools for over 20 years and focuses her attention on helping schools leverage funding source opportunities available to them. Jenny's favorite part of her job is training others and helping break down complex topics in a way that all can understand. In her role, she works closely with school board members who may not have a financial background, so her passion for helping others enables everyone involved in the decision-making process to be on the same page. Jenny holds a bachelor's degree in business management from St. Cloud State University. Outside of work, you can find Jenny volunteering as a youth faith formation instructor, judging high school debate tournaments, or relaxing with her family at their favorite campground.



LISA THIELBAR, PAYROLL SUPERVISOR, SCHOOL SERVICES

Lisa leads the payroll team to ensure client satisfaction, as well as, employee satisfaction. She has a passion for training both team members and clients to understand all aspects of the payroll process. In her role she problem solves along with her team to ensure accuracy while creating efficiencies for both the payroll team and our clients! It is the team's goal to ease the minds of our clients, so they don't have to worry about their payroll. Lisa earned her bachelor's degree in business from the University of Wisconsin - River Falls. She volunteers for Farmington Baseball.



JEN KLOS, ACCOUNTS PAYABLE SUPERVISOR, SCHOOL SERVICES

Jen leads the school services accounts payable team. Her focus is on training and elevating the AP staff, while also working with staff and schools to streamline processes. Jen has a passion for leveraging technology to find efficiencies in AP and AR workflows. She enjoys helping clients find solutions that can put time back in their jam-packed days and enabling her team to serve with unmatched commitment and quality. Jen has over 10 years of experience in AP, and finance banking. Outside of work, Jen likes to spend her time volunteering with organizations like Ruby's Pantry, being active with her family, biking, paddle boarding and hosting game night with friends.



MELISSA CHRISTIANSON, GRANT ADVISOR SUPERVISOR, SCHOOL SERVICES

Melissa is an experienced supervisor with over 10 years of educational accounting experience, with a strong background in accounts payable and grant advising. A proven problem solver, Melissa takes pride in working collaboratively with her team to maximize the impact of federal and state grants—ensuring they best support clients and the children they serve. She holds a degree in Hospitality and Tourism Management from the University of Wisconsin-Stout, a foundation that has shaped her detail-oriented and people-focused approach. Outside of work, Melissa enjoys reading and traveling with her husband and their two children.

School Accounting and Advisory Services Fee Proposal

Fees

- ♦ Annual on-going financial services will start at \$6,450 per month.
- ♦ Fees for the assessment, transition and onboarding will be \$5,000, and will include the following services:
 - Assessment and clean-up of school's accounting records,
 - Assist in transitioning from your current staff,
 - Assist with software and system set up of all payroll related accounts, set up of special education and grants, and school bank account.

Software utilized in performing our services

In addition to the fees above, the School will be invoiced directly from the following software vendors:

- ♦ SMART, financial/ledger and payroll management system.
- ♦ Timekeeping, PTO Tracking, Scheduling and Human Resource software

References

- ♦ Royalton Public Schools - Wayne LePard - wayne.lepard@isd485.org
- ♦ Eagle Ridge Academy - Jason Ulbrich - julbrich@eagleridgeacademy.org
- ♦ Minnetonka Public Schools - Paul Bourgeois - paul.bourgeois@minnetonkaschools.org

SCHEDULE A – Outsourced Accounting & Advisory Services

Client	<u>Lake of the Woods School</u>
Service Provider	Creative Planning Business Accounting Services, LLC
Agreement Number	Schedule A
Start Date	10/1/2026
Terms	On-going per Professional Services Agreement

Description of Services Creative Planning Business Accounting Services, LLC shall provide the following services (collectively, the "Services"):

Service	Frequency	Investment
Monthly Outsourced Accounting Services Package	Monthly Investment	\$6,450
Payroll Processing – - Process payroll including paying staff, ensure proper UFARS accounting, calculating, and paying all federal and state income taxes, remitting of the state pension contributions, and processing changes to benefits and deductions. - Prepare quarterly 941s and annual W-2s. - Prepare/Process ACAs (if applicable). Grant Accounting – - Review and monitor state and federal grants that require reimbursement through the MN Department of Education's reimbursement reporting system (SEDRA – State Special Education and MEGS/SERVS – Federal Programs). - Verify that the coding in the finance system matches SEDRA and MEGS/SERVS. - Process and maintain all necessary grant financial reports. - Includes the following recurring grants – Title & Federal Special Ed. Other monthly accounting – - Process all Accounts Receivable and ensure proper UFARS accounting. - Develop and maintain a five-year operating budget in sync with the client's program. - Monitor the budget vs. actual to determine when budget revisions are necessary. - Monitor the budget to verify the client is receiving all available funding to ensure they are maximizing their revenue. - Month end closing and enter any related journal entries. - Bank statement reconciliation. - Prepare and provide monthly financial reports and supplemental information. - Review and analyze monthly cash flow projections.		

	• Submit enrollment/average daily membership (ADM) estimates directly to MDE • Annual/quarterly sales tax reporting.		
	Onboarding/ Transition Services (See Notes Below)	One-Time	\$5,000
	Audit and Tax Return Preparation	Annually	*
	• Coordinate the audit/tax process directly with your respective audit firm. • Prepare all required audit/tax files and supporting workpapers for the annual audit. • Enter and review all year end accrual entries and ensure accurate financial reporting. • Provide audit/tax status reports to administration. • Ensure all reports are submitted by mandated deadlines.		*This fee includes up to 100 hours of audit prep services. If more hours are needed, the client will be charged at standard hourly rates.
	Grant/SPED Advisory Services		
	• Meetings with client and/or other client representatives. • Grant/SPED updates requested by client and/or other client representatives.		
	Controller/Senior Advisory Services		
	• Meetings with client and/or other client representatives. • Budget updates requested from client. • Levy Certification • 10 Year LTFM Plan		
	Additional Services		
	• Board Finance Training	Per training	\$1,150 (in-person) \$750 (virtual)
	• Statutory Operating Debt Services - <i>In conjunction with the MN Department of Education, we will provide planning and budget development services for the Statutory Operating Debt Budget. This service will be billed at one-time annual fee and remain in place until the SOD status is removed.</i>	Annually	\$1,500
	• Virtual CFO Services	Hourly	Standard Billing Rates
	• Cash Flow Monitoring (if school is less than 20 days cash on hand)	Hourly	Standard Billing Rates
	• Bank Transition	Hourly	Standard Billing Rates
	• Time Off/Time Tracker Assistance	Hourly	Standard Billing Rates
	• Grant and Special Education Monitoring	Hourly	Standard Billing Rates
Additional services that may be added:	Additional services that may be added: • Accounts Payable Processing • Financial forecast assistance when the client is preparing for a purchase of building, expansion, and/or replication.		
Service Notes:	See Appendix A – Services & Expectations Rubric Attached Onboarding/ Transition Services Notes: • Creative Planning will collaborate with the School and the prior service provider to ensure a seamless transition of accounting services. This shall include, but not be limited to, the implementation and configuration of BILL, DIVVY, and any other required financial systems; the review, reconciliation, and balancing of the chart of accounts to ensure accuracy and compliance with Minnesota Department of Education (MDE) reporting requirements; comprehensive budget analysis and refinement; review of Special Education, Title, and other ancillary grant programs to ensure proper accounting and compliance; and the performance of any additional accounting functions necessary to support accurate and efficient financial operations.		

- The agreed-upon fee includes up to forty (40) hours of onboarding and transition services as outlined in this Schedule. Should additional time be required to complete the transition beyond the included forty (40) hours, such services will be billed at Creative Planning's standard hourly rate. Any overages will be communicated to and approved by the Client in advance.

Special Notes:

- **This engagement is Virtual – Meetings will be conducted via Teams, Zoom, or other web platform unless specifically discussed and approved by both parties.**
- Software costs including, but not limited to, accounting software and other accounting related software used to serve the client will be billed directly to the client.
- Any additional scope not specifically defined in this schedule of services will be communicated, requested, confirmed, and billed at standard billing rates.
- Changes or alterations to this agreement require approval by both parties and mutually agreed upon time frame.



This Schedule A shall remain confidential between Lake of the Woods School and Creative Planning Business Accounting Services, LLC.

The parties agree that this Service Schedule Agreement incorporates the [Professional Services Terms & Conditions](#) (the "Terms") (collectively, the "Agreement"), all of which shall remain confidential between Client and Creative Planning Business Accounting Services, LLC (or related affiliate/s identified herein). By signing this Service Schedule Agreement, Client acknowledges and agrees that Client has had an ample opportunity to review the terms contained in the Agreement. Client further agrees that Client has had the opportunity to obtain legal counsel and through Client's own determination, with or without counsel, accepts this Agreement.

The undersigned represent and warrant they are authorized signers for their respective organizations.

For and on behalf of Creative Planning Business Accounting Services, LLC		For and on behalf of Client	
Signature	_____	Signature	_____
Contact Name	<u>Kim Austin</u>	Contact Name	<u>Scott Fitzsimonds</u>
Title	<u>Solution Leader</u>	Title	<u>Superintendent</u>
Date	_____	Date	_____