

Regular Meeting

Wednesday, December 10, 2025 5:30 PM

Northland High School Room C113, 316 Main St E, Remer, MN 56672

1. Call to Order

2. Pledge of Allegiance

3. Mission Statement "Educate and inspire all learners to reach their full potential."

4. Adoption of Agenda

5. Recognitions

6. Audience Recognition

7. Consent items

7.1. Approve the minutes from the Regular Meeting held on November 12, 2025

7.2. Approve the November Treasurer's Report and bills

7.3. Policies with minor changes that do not affect the substance of the policy

7.3.1. 417 - CHEMICAL USE/ABUSE

7.3.2. 450A - LEAVE DONATION

7.3.3. 507.5 SCHOOL RESOURCE OFFICERS

7.3.4. 513 - STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

7.3.5. 519 - INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

7.3.6. 601 - SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

7.3.7. 612.1 - DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

7.3.8. 616 - SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

7.3.9. 621 - LITERACY AND THE READ ACT

7.3.10. 709 - STUDENT TRANSPORTATION SAFETY POLICY

8. PragerU Video

9. Reports

9.1. Business Manager Report

9.2. Elementary Principal

9.3. High School Principal Report

9.4. **Student Activities Report**

9.5. **Facilities Report**

9.6. **Indian Education Report**

9.7. **CE Report**

10. **Superintendent Report**

11. **New Business**

11.1. Approve the 2025-2026 MSEA Seniority List

11.2. Approve Bound Activities Management as the scheduling platform for district activities, pending completion and execution of the final contract

11.3. Approve the audit report presented at the Regular Meeting on November 12, 2025

11.4. Approve the 2026 Pay Equity Report

11.5. First Reading of Policy 306 - ADMINISTRATOR CODE OF ETHICS

11.6. Approve 2025-2026 Policy 614.1 - INDIAN POLICIES AND PROCEDURES REGARDING STUDENTS RESIDING ON INDIAN LANDS

11.7. First Reading of Policy 712 - VIDEO RECORDING OTHER THAN ON BUSES

11.8. First Reading of Policy 722 - PUBLIC DATA AND DATA SUBJECT REQUESTS

11.9. Approve Agreement for Meal Services between ISD #118 and Northland Area Family Service Center

12. **Personnel**

12.1. Approve the hire of Tyler Seifert as Wrestling Coach (volunteer), effective the 2025-2026 season

12.2. Accept the resignation of Science Teacher, Dan Rogers, effective June 4, 2026

13. **Other school business which can legally be brought before the Board**

14. **The Regular Meeting recessed for Truth in Taxation at 6:30 p.m.**

15. **Truth in Taxation Wednesday, December 10, 2025 - 6:30 p.m.**

15.1. Approve the 2025 Levy, payable in 2026, in the amount of \$2,430,004.05

16. **The Regular Meeting resumed at 6:40 p.m.**

17. **Next Meeting Dates:**

- **Organizational Meeting: Wednesday, January 7, 2026, at 5:30 p.m.**
- **Regular Meeting: Wednesday, January 7, 2026, at 5:30 p.m.**

18. **Adjournment**

19. **Visitors**

Northland Community Schools - ISD #118
Regular Meeting Minutes Summary
Wednesday, November 12, 2025
Northland High School Room C113
316 Main St E
Remer, MN 56672

Aaron Ammerman: Present, Linda Knox: Present, Terri Nystrom: Present, Jason Perkins: Present, Marc Ruyak: Present, Tyler Seifert: Present, Bill Wake: Absent.

1. Call to Order

Board Chair Ruyak called the meeting to order at 5:30 p.m.

2. Pledge of Allegiance

3. Mission Statement "Educate and inspire all learners to reach their full potential."

4. Adoption of Agenda

Motion to adopt the agenda. This motion, made by Tyler Seifert and seconded by Aaron Ammerman, Passed.

Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea

Yea: 7, Nay: 0

5. Recognitions

6. Audience Recognition

7. Consent items

Motion to approve the Consent items. This motion, made by Linda Knox and seconded by Aaron Ammerman, Passed.

Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea

Yea: 7, Nay: 0

7.1. Approve the minutes from the Regular Meeting held on October 8, 2025

7.2. Approve the October Treasurer's Report and bills

7.3. Approve the resolution accepting gifts/donations to Northland Community Schools: Whereas the following; therefore, BE IT RESOLVED by the School Board of Northland Community Schools District 118, Remer, and the State of Minnesota as follows: The Northland Community Schools - District 118 School Board does hereby accept the following gifts/donations;

- Women's Council of St. Edwards Church - \$100 for hair treatment kits
- St. Paul's Catholic Church - \$125 for hair treatment kits
- Salem Lutheran Church - \$168 for kids' coats
- Northland Lions - \$250 for boys basketball

8. BerganKDV Audit Presentation

Presented by Nancy Schulzenberg

9. Reports

9.1. Business Manager Report

Motion to approve the FY26 revised budget. This motion, made by Aaron Ammerman and seconded by Tyler Seifert, Passed.

Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

9.1.1. Approve the revised budget for FY26

9.2. Elementary Principal Report

9.3. High School Principal Report

9.4. Student Activities Report

9.5. Facilities Report

9.6. Indian Education Report

9.7. CE Report

10. Superintendent Report

11. New Business

11.1. Approve MSHSL Resolution Form A, Application to MSHSL Foundation.

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

WHEREAS, the Governing Board of Northland Community Schools recognizes the value of student participation in extracurricular activities; and

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

THEREFORE, BE IT RESOLVED, that the Governing Board of Northland Community Schools supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Motion to approve MSHSL Resolution Form A, Application to MSHSL Foundation. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

11.2. Approve the 2025-2027 NREM Master Agreement between Northland Community Schools ISD #118 and Northland Remer Education Minnesota

Motion to approve the 2025-2027 NREM Master Agreement between Northland Community Schools ISD #118 and Northland Remer Education Minnesota. This motion, made by Linda Knox and seconded by Jason Perkins, Passed.

Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc

Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

12. Personnel

12.1. Approve the hire of Julie Erpelding as Business Manager, effective January 1, 2026
Motion to approve the hire of Julie Erpelding as Business Manager, effective January 1, 2026.
This motion, made by Tyler Seifert and seconded by Aaron Ammerman, Passed.
Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc
Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

12.2. Approve the At Will Employment Agreement between ISD #118 and Business Manager,
Julie Erpelding
Motion to approve the At Will Employment Agreement between ISD #118 and Business
Manager, Julie Erpelding. This motion, made by Aaron Ammerman and seconded by Linda
Knox, Passed.
Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc
Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

12.3. Approve the hire of Cody Washburn as Junior High Boys Basketball Coach, beginning
the 2025-2026 season
Motion to approve the hire of Cody Washburn as Junior High Boys Basketball Coach,
beginning the 2025-2026 season. This motion, made by Aaron Ammerman and seconded by
Terri Nystrom, Passed.
Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc
Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

12.4. Approve the hire of Sam Sparen as Junior High Boys Basketball Coach, beginning the
2025-2026 season
Motion to approve the hire of Sam Sparen as Junior High Boys Basketball Coach, beginning
the 2025-2026 season. This motion, made by Aaron Ammerman and seconded by Linda Knox,
Passed.
Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc
Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

12.5. Approve the hire of Julie Brierley as Paraprofessional, effective October 20, 2025
Motion to approve the hire of Julie Brierley as Paraprofessional, effective October 20, 2025.
This motion, made by Tyler Seifert and seconded by Linda Knox, Passed.
Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc
Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

12.6. Accept Steven Haase's resignation as Custodian, effective October 17, 2025
Motion to accept Steven Haase's resignation as Custodian, effective October 17, 2025. This
motion, made by Tyler Seifert and seconded by Aaron Ammerman, Passed.
Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc

Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

12.7. Approve the hire of Jessie Hancock as Custodian, effective November 10, 2025
Motion to approve the hire of Jessie Hancock as Custodian, effective November 10, 2025.
This motion, made by Aaron Ammerman and seconded by Jason Perkins, Passed.

Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc
Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

13. Other school business which can legally be brought before the Board

14. Next Meeting Dates:

- Policy Committee Meeting, November 17, 2025, at 10:00 a.m.
- Regular Meeting, December 10, 2025, 5:30 p.m.
- Truth In Taxation Meeting, December 10, 2025, 6:30 p.m.

15. Adjournment

Board Chair Ruyak called for a motion to adjourn at 6:47 p.m. This motion, made by Aaron Ammerman and seconded by Linda Knox, Passed.

Aaron Ammerman: Yea, Linda Knox: Yea, Terri Nystrom: Yea, Jason Perkins: Yea, Marc
Ruyak: Yea, Tyler Seifert: Yea, Bill Wake: Yea
Yea: 7, Nay: 0

16. Visitors

Kyndra Johnson, Nancy Schulzenberg (joining virtually)

Tina Anderson, Recording Secretary

Linda Knox, Board Clerk

Northland Community Schools Finance Report 11/30/2025

First National Bank

General Checking	\$628,425.74
Money Market Account	\$37,375.25
CD/Scholarship Carpenter Matures 6/17/27	\$8,519.56
CD/Scholarship Carpenter Matures 6/17/27	\$15,385.43
CD/Scholarship Felton Matures 12/10/25	\$7,602.53
CD/Scholarship Sepin Matures 8/25/26	\$3,570.87
Total Investments	\$72,453.64
 Total of all deposits at First National Bank	\$700,879.38
 MN Trust Account at PMA total Value	\$3,186,752.03

Accounts Payable Checks/Wires and Deposits by Fund

Fund #	Fund Description	Deposits	A/P Checks
01	General Fund	\$476,885.00	\$192,196.34
02	Food Service Fund	\$1,564.69	\$20,836.96
03	Transportation Fund	\$285.00	\$24,007.26
04	Community Ed Fund	\$6,608.82	\$5,615.35
05	Capital Fund	\$0.00	\$22,625.00
06	Construction Fund	\$0.00	\$0.00
07	Debt Redemption Fund	\$0.00	\$0.00
18	Scholarship Fund	\$0.00	\$0.00
Total		\$485,343.51	\$265,280.91

November 2025 Payroll

	Monthly Total
Gross Payroll	\$436,270.12
Employer Benefits	\$92,363.87
Employer Taxes	\$31,451.61
Total Cost of Payroll	\$560,085.60

Includes Payrolls:

S202609 11/14/2025
Z202609R 11/28/2025
S202610 11/28/2025

ISD#118 Remer-Longville

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108147	3296		AMAZON.COM		Check
			E 01 010 203 202 000 430	B0F2FDM6PY 100 Pack USB C Earbuds with		\$69.29
PO#: 21081	Voucher #:	77153	Invoice	Invoice No: 11W1-WFVR-63DR	11/11/2025	Paid Amt: \$69.29
			E 01 310 298 069 301 402	B0D9YWFFGV Airheads Candy Bars, Hallowe		\$26.50
			E 01 310 298 069 301 402	B0DS2JL76C 12 Pcs Large Square Hair Claw		\$8.95
			E 01 310 298 069 301 402	Amazon Shipping Charge		\$6.99
PO#: 21091	Voucher #:	77148	Invoice	Invoice No: 1C7L-1PK6-4QCP	11/11/2025	Paid Amt: \$42.44
			E 01 005 810 000 000 410	B016OKJD9S CloroxPro Clorox Germicidal Bl		\$63.46
			E 01 005 810 000 000 410	B0788M5RZT Faicuk WS130 Wall Sconce Fly		\$142.49
			E 01 005 810 000 000 410	B0BRQF312S American Flag 5x8 FT, US Flag		\$31.99
			E 01 005 810 000 000 410	Amazon Shipping Charge		\$0.00
PO#: 21082	Voucher #:	77154	Invoice	Invoice No: 11W1-WFVR-6QR6	11/11/2025	Paid Amt: \$237.94
			E 04 500 585 000 332 401	Ping pong paddle set		\$39.98
			E 04 500 585 000 362 401	12 color face/body paint		\$19.99
			E 04 500 585 000 332 401	Taboo Game		\$13.99
			E 04 500 585 000 362 401	Spoons card game		\$13.90
			E 04 500 585 000 332 401	Ping pong balls		\$9.99
			E 04 500 585 000 362 401	Freight		(\$1.72)
			E 04 500 585 000 332 401	Freight		(\$3.26)
PO#: 21032	Voucher #:	77151	Invoice	Invoice No: 1CXK-PDML-6YT6	11/11/2025	Paid Amt: \$92.87
			E 01 010 203 202 000 430	B0774HD15D BUBU Origami Paper Kit 1000 S		\$17.99
			E 01 020 211 000 000 430	B07XQHT1XP 48 Pcs Large and Extra Large f		\$12.34
			E 01 010 203 202 000 430	B093WMWKBP Amazon Basics Reclosable G		\$6.38
			E 01 010 203 202 000 430	B095PMD8JG Amazon Basics Snack Storage		\$7.81
			E 01 010 203 202 000 430	B095PQ6SX7 Amazon Basics Sandwich Stora		\$6.43
			E 01 020 211 000 000 430	B0991XTC5F Mogyann Drawing Pens Black A		\$19.90
			E 01 010 203 202 000 430	B0BLGT85P8 DINOSTRIKE 2 in 1 Type C anc		\$14.59
			E 01 020 211 000 000 430	B0C5W3847R Pepy Plastilina Reusable and N		\$23.50
			E 01 020 211 000 000 430	B0CS6J6G4J OSIMIG 10 Pack 5.5 * 8.5"" Ske		\$39.98
			E 01 010 203 202 000 430	B0FB9HPZV9 Permanent Markers Fine Tip, 3l		\$7.59
			E 01 020 211 000 000 430	B0FGK5LLTF Index Cards 3x5 Bulk, (2400 Ca		\$32.29
PO#: 21081	Voucher #:	77152	Invoice	Invoice No: 1RJD-P1HY-C661	11/11/2025	Paid Amt: \$188.80
			E 01 010 201 000 000 401	Hapfan 7.5ft Swing set		\$279.76
			E 01 010 201 000 000 401	BeneLabel Heavy Duty swing seat		\$41.79
PO#: 21086	Voucher #:	77150	Invoice	Invoice No: 1GYR-CMWV-4QTQ	11/11/2025	Paid Amt: \$321.55
			E 01 310 298 069 301 402	B003FW0YZG Hot Wheels Toy Cars & Trucks		\$57.50
			E 01 310 298 069 301 402	B006YDEGNO Laffy Taffy Rope Candy, Strawl		\$10.99

ISD#118 Remer-Longville

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108147	3296		AMAZON.COM		Check
			E 01	310 298 069 301 402	B00NG07SO2 Bazooka Bubble Gum Bulk, Ha	\$25.89
			E 01	310 298 069 301 402	B072R2LLVL Laffy Taffy Rope Blue Raspberry	\$17.98
			E 01	310 298 069 301 402	B07CZBF13W diasstro Lot of 30,50,100 pcs F	\$12.98
			E 01	310 298 069 301 402	B07S3KGBHL Scunci by Conair The Original S	\$11.99
			E 01	310 298 069 301 402	B087BWTFGP Shuttle Art Mechanical Pencils	\$25.99
			E 01	310 298 069 301 402	B097T4LVYH MORCART 54Pcs Emoji Refrige	\$13.99
			E 01	310 298 069 301 402	B0B2ZQH8BD Potchen 18 Pcs Water Bottles	\$40.99
			E 01	310 298 069 301 402	B0BFBHF49Q pcnearty 300 Pcs Sport Sticker	\$9.99
			E 01	310 298 069 301 402	B0BJK88FYZ 12 Pcs Fidget Spinners Toys for	\$14.33
			E 01	310 298 069 301 402	B0C6CYJ2BV Dandat 10 Pcs Back to School	\$12.59
			E 01	010 712 000 000 430	B0CGYX8Z6H Aheroi 8 Pcs Light Covers, 4 x	\$32.49
			E 01	310 298 069 301 402	B0CKTQC1HP 75PCS Cartoon Keychains Bul	\$15.99
			E 01	310 298 069 301 402	B0CN3V9YX7 Flavor Aid Aguas Frescas Singl	\$9.92
			E 01	310 298 069 301 402	B0CZB8CQLV Water Bottle Stickers 100 Pcs I	\$6.90
			E 01	310 298 069 301 402	B0D1H1HTNK Laffy Mystery Swirl Taffy Rope	\$14.69
			E 01	310 298 069 301 402	B0D3M1MVX1 12 Pack Mini Hair Brush Bulk, '	\$9.49
			E 01	310 298 069 301 402	B0DPZCHLX9 Jnnzzggu 30 PCS Mini Plush T	\$17.99
			E 01	310 298 069 301 402	B0DQ4VB5SJ 50 pcs Animal Figurines, 3D Pr	\$19.99
			E 01	310 298 069 301 402	B0F1Y3NND1 GOLDDGE 24-Pack Sensory Fid	\$12.99
			E 01	310 298 069 301 402	B0F6L5P58F 15 Packs Fidget Worm Toy, Wor	\$19.99
			E 01	310 298 069 301 402	B0F7M1T5SX 50 Pcs Mini Resin Animal Tiny I	\$9.99
PO#: 21091	Voucher #:	77147	Invoice	Invoice No: 1CG7-YLRT-3N46	11/11/2025	Paid Amt: \$425.64
			E 03	005 760 000 720 420	MISC16 Inch Aluminum Truck Bed Tool Box Tr	\$116.16
PO#: 21122	Voucher #:	77230	Invoice	Invoice No: 1DHN-R3KN-73FY	11/11/2025	Paid Amt: \$116.16
			E 04	500 585 000 332 401	Double boiler stove top pot set	\$38.98
			E 04	500 585 000 332 401	Pumpkin carving Knives kids	\$9.49
			E 04	500 585 000 332 401	Hand mixer	\$41.98
			E 04	500 585 000 332 401	36 clear containers with labels and scoop 80z	\$29.99
PO#: 21093	Voucher #:	77149	Invoice	Invoice No: 1HLW-4DML-1PJT	11/11/2025	Paid Amt: \$120.44
			E 01	020 212 000 000 430	B01IQP71HK BCP Set of 2 Wooden Handle C	\$27.96
			E 01	020 212 000 000 430	B071HLT34Z Meuxan Ceramic Pottery & Clay	\$19.98
			E 01	020 212 000 000 430	B09B6V9Q8J ZTANPS 100 PCS Disposable F	\$9.98
			E 01	020 212 000 000 430	B0D9M59R5Q Upgraded 6 Pack Floral Flower	\$25.47
			E 01	020 212 000 000 430	Amazon Shipping Charge	\$6.99
PO#: 21080	Voucher #:	77155	Invoice	Invoice No: 1PKD-WW4N-73QQ	11/11/2025	Paid Amt: \$90.38
			E 01	005 810 000 000 410	B07K9NQQ4D Toilet Locks Baby Proof (2-Pac	\$11.99

ISD#118 Remer-Longville Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108147	3296		AMAZON.COM		Check
			E 01	005 810 000 000 410	B09JXXGW4B Centoco DS620-407 Elongatec	\$28.14
			E 01	005 810 000 000 410	B0FNVZYCPQ Ice O Matic IOMQ Water Filter	\$104.99
			E 01	005 810 000 000 410	Amazon Shipping Charge	\$0.00
PO#: 21029	Voucher #:	77156	Invoice	Invoice No: 1HXP-M6DV-4FXX	11/11/2025	Paid Amt: \$145.12
						Check Amount: \$1,850.63
chec	108148	04084		AMERICAN DISPOSAL		Check
			E 01	005 810 000 000 331	October	\$1,604.69
PO#:	Voucher #:	77227	Invoice	Invoice No: 540510658	11/11/2025	Paid Amt: \$1,604.69
						Check Amount: \$1,604.69
chec	108149	3284	R	APPLE COMPUTER INC		Check
			E 01	010 411 000 740 433	First & Then (Alisha Forrest)	\$3.98
PO#: 21126	Voucher #:	77217	Invoice	Invoice No: MC24895189	11/11/2025	Paid Amt: \$3.98
						Check Amount: \$3.98
chec	108150	2839		CENTRAL LAKES COLLEGE		Check
			E 01	020 211 000 000 394	PSEO Fall 2025-2026	\$10,382.82
PO#:	Voucher #:	77218	Invoice	Invoice No: Fall 2025-2026	11/11/2025	Paid Amt: \$10,382.82
						Check Amount: \$10,382.82
chec	108151	6759		REMIT CENTURYLINK		Check
			E 01	005 810 000 000 320	LONG DISTANCE	\$153.65
PO#:	Voucher #:	77167	Invoice	Invoice No: 760262914	11/11/2025	Paid Amt: \$153.65
						Check Amount: \$153.65
chec	108152	3663		CLIMATE MAKERS INC		Check
			E 02	005 770 000 701 350	Repairs/Maintenance	\$2,627.16
PO#:	Voucher #:	77158	Invoice	Invoice No: 125260	11/11/2025	Paid Amt: \$2,627.16
						Check Amount: \$2,627.16
chec	108153	6464		CYNTHIA HORBACH		Check
			E 04	500 505 000 321 305	Sound Bath Class	\$425.00
PO#:	Voucher #:	77228	Invoice	Invoice No: 11/6/2025	11/11/2025	Paid Amt: \$425.00
						Check Amount: \$425.00
chec	108154	06386	R	GRAINGER		Check
			E 01	005 810 000 000 410	Compact 2-pin LED bulbs	\$37.04
PO#: 21036	Voucher #:	77161	Invoice	Invoice No: 9684589204	11/11/2025	Paid Amt: \$37.04
			E 01	005 810 000 000 420	36 belts for all AHU (Air Handling Units)	\$1,042.15
PO#: 21055	Voucher #:	77159	Invoice	Invoice No: 9687874363	11/11/2025	Paid Amt: \$1,042.15
			E 01	005 810 000 000 420	Repair kit for toilet 3.5 gallon flush	\$198.60

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
chec	108154	06386	R	GRAINGER		Check		
				E 01 005 810 000 000 420	Repair kit for toilet 1.5 gallon flush	\$195.40		
PO#: 21108	Voucher #:	77160	Invoice	Invoice No: 9691971361	11/11/2025	Paid Amt:	\$394.00	
						Check Amount:	\$1,473.19	
chec	108155	6596		HEIDI MARIE ERICKSON		Check		
				E 04 500 505 000 321 305	Consulting Fees	\$665.00		
PO#:	Voucher #:	77162	Invoice	Invoice No: Gnome Class 11/2025	11/11/2025	Paid Amt:	\$665.00	
						Check Amount:	\$665.00	
chec	108156	03788	R	HILLYARD/HUTCHINSON		Check		
				E 02 005 770 000 701 401	rinse aid	\$386.94		
				E 02 005 770 000 701 401	Delimer Dish Liquid	\$114.38		
				E 02 005 770 000 701 401	Dish Detergent	\$305.06		
PO#:	Voucher #:	77163	Invoice	Invoice No: 605992730	11/11/2025	Paid Amt:	\$806.38	
						Check Amount:	\$806.38	
chec	108157	01052		HOLKERS DO IT BEST LUMBER		Check		
				E 01 010 201 000 000 401	2x6x12 treated	\$61.70		
				E 01 010 201 000 000 401	2x4x12 treated	\$34.36		
				E 01 010 201 000 000 401	Carriage bolts and hardware	\$48.64		
				E 01 010 201 000 000 401	2 x 6 x 10 Treated	\$47.50		
				E 01 010 201 000 000 401	2x6x16 treated	\$19.96		
				E 01 010 201 000 000 401	2x6x8 TReated	\$7.60		
PO#: 21101	Voucher #:	77220	Invoice	Invoice No: 2510-098941	11/11/2025	Paid Amt:	\$219.76	
				E 01 020 255 058 000 430	Open P.O. for supplies	\$2.88		
PO#: 21002	Voucher #:	77222	Invoice	Invoice No: 2510-098206	11/11/2025	Paid Amt:	\$2.88	
				E 01 010 201 000 000 401	2x6x12 Treated	\$37.02		
				E 01 010 201 000 000 401	2x6x8 Treated	\$15.20		
PO#: 21021	Voucher #:	77221	Invoice	Invoice No: 2510-098432	11/11/2025	Paid Amt:	\$52.22	
				E 01 005 810 000 000 420	supplies	\$16.25		
PO#: 20897	Voucher #:	77223	Invoice	Invoice No: 2510-098585	11/11/2025	Paid Amt:	\$16.25	
				E 01 005 810 000 000 420	supplies	\$10.49		
PO#: 20897	Voucher #:	77219	Invoice	Invoice No: 2510-097966	11/11/2025	Paid Amt:	\$10.49	
						Check Amount:	\$301.60	
chec	108158	3857		INNOVATIVE OFFICE SOLUTIONS LLC		Check		
				E 01 010 206 011 433 401	Kraft Clasp Envelope, #55, Square Flap, Clas	\$39.96		
PO#: 21088	Voucher #:	77164	Invoice	Invoice No: IN4965658	11/11/2025	Paid Amt:	\$39.96	
						Check Amount:	\$39.96	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
chec	108159	4985		INSTRUCTIONAL EMPOWERMENT, INC.		Check	
			E 01	020 640 000 316 305	IE Observation Annual License	\$1,147.50	
			E 01	010 640 000 316 305	IE Observation Annual License	\$1,147.50	
PO#:	21123	Voucher #:	77166	Invoice	Invoice No: SIN006447	11/11/2025	Paid Amt: \$2,295.00
							Check Amount: \$2,295.00
chec	108160	02732		ISD #0318		Check	
			E 01	010 640 000 316 185	Yakibchuk, Green, Benoit, Miley, Peterson, Sh	\$330.00	
			E 01	020 640 000 316 185	Yakibchuk, Green, Benoit, Miley, Peterson, Sh	\$330.00	
PO#:		Voucher #:	77165	Invoice	Invoice No: 0002400017	11/11/2025	Paid Amt: \$660.00
							Check Amount: \$660.00
chec	108161	6770		KIM DOCKTER		Check	
			E 04	500 505 000 321 305	Overpaid for Class	\$117.00	
PO#:		Voucher #:	77225	Invoice	Invoice No: Comm. Ed Refund	11/11/2025	Paid Amt: \$117.00
							Check Amount: \$117.00
chec	108162	6654		REMIT KIMBALL MIDWEST		Check	
			E 03	005 760 000 720 420	shop supplies	\$602.18	
PO#:	20997	Voucher #:	77157	Invoice	Invoice No: 103871085	11/11/2025	Paid Amt: \$602.18
							Check Amount: \$602.18
chec	108163	5965		LOGAN MONROE		Check	
			E 01	020 605 000 320 305	DRUM INSTRUCTION	\$600.00	
PO#:		Voucher #:	77168	Invoice	Invoice No: 10/13,10/20,10/27	11/11/2025	Paid Amt: \$600.00
							Check Amount: \$600.00
chec	108164	6613		MEDSURETY		Check	
			E 01	005 110 000 000 299	HSA	\$117.00	
			E 01	005 110 000 000 299	FSA	\$25.00	
PO#:		Voucher #:	77169	Invoice	Invoice No: 46195	11/11/2025	Paid Amt: \$142.00
							Check Amount: \$142.00
chec	108165	5222		MRI Software LLC		Check	
			E 01	005 110 000 000 305	RAELYNN CASE	\$20.00	
			E 01	005 110 000 000 305	NICOLE ZORMAN	\$20.00	
			E 01	005 110 000 000 305	JESSIE HANCOCK	\$20.00	
PO#:		Voucher #:	77171	Invoice	Invoice No: MRIUS2585950	11/11/2025	Paid Amt: \$60.00
							Check Amount: \$60.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
chec	108166	6769		MSHSL, REGION 5A		Check			
			E 01	310 296 310 000 820	VB Dues and Membership	\$710.00			
PO#:	Voucher #:	77170	Invoice	Invoice No:	VB PLAYOFFS	11/11/2025	Paid Amt:	\$710.00	
							Check Amount:	\$710.00	
chec	108167	5163		REMIT NCS PEARSON		Check			
			E 01	010 420 000 740 433	ABA & BASC assessments	\$3,365.86			
PO#:	21045	Voucher #:	77177	Invoice	Invoice No:	30172601	11/11/2025	Paid Amt:	\$3,365.86
							Check Amount:	\$3,365.86	
chec	108168	4065		NORTHERN STAR COOPERATIVE		Check			
			E 03	005 760 000 720 441	Gasoline	\$2,290.55			
			E 03	005 760 000 720 444	Diesel	\$6,119.39			
PO#:	Voucher #:	77224	Invoice	Invoice No:	stmt 10/31/2025	11/11/2025	Paid Amt:	\$8,409.94	
							Check Amount:	\$8,409.94	
chec	108169	3306		REMIT PEPSI BEVERAGES CO		Check			
			E 01	310 298 069 301 402	Vending Machine	\$157.46			
PO#:	Voucher #:	77145	Invoice	Invoice No:	26523604	11/11/2025	Paid Amt:	\$157.46	
							Check Amount:	\$157.46	
chec	108170	04532		POPPLERS MUSIC INC		Check			
			E 01	020 258 105 000 430	08725224 Viva La Vida - Concert Band (sheet	\$65.00			
			E 01	020 258 105 000 430	07012197 Brazil - JB (sheet music)	\$45.00			
			E 01	020 258 105 000 430	07011700 My Favorite Things (from The Soun	\$45.00			
PO#:	21104	Voucher #:	77176	Invoice	Invoice No:	3105639	11/11/2025	Paid Amt:	\$155.00
			E 01	310 298 410 301 402	G10164 Habits of a Successful Beginner Banc	\$11.95			
			E 01	310 298 410 301 402	G10174 Habits of a Successful Beginner Banc	\$11.95			
			E 01	310 298 410 301 402	RCA0125B50 Rico Clarinet Reed 2.5; Box of t	\$85.99			
PO#:	21104	Voucher #:	77175	Invoice	Invoice No:	3109478	11/11/2025	Paid Amt:	\$109.89
							Check Amount:	\$264.89	
chec	108171	2148		REIF CENTER		Check			
			E 01	010 206 011 433 369	Kindergarten field trip Nutcracker	\$224.00			
			E 01	310 298 114 301 402	1st grade field trip Nutcracker	\$128.00			
PO#:	21076	Voucher #:	77238	Invoice	Invoice No:	The Nutcracker	11/11/2025	Paid Amt:	\$352.00
							Check Amount:	\$352.00	
chec	108172	6517		SAFETY AND RESPECT DRIVING SCHOOL LLC		Check			
			E 04	500 585 000 332 305	Consulting Fees	\$2,400.00			
PO#:	Voucher #:	77146	Invoice	Invoice No:	2025 Driver's Ed	11/11/2025	Paid Amt:	\$2,400.00	
							Check Amount:	\$2,400.00	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108173	05304		SANDSTROM'S		Check
			E 02	005 770 000 705 495	BREAKFAST MILK	\$48.60
			E 02	005 770 000 701 495	LUNCH MILK	\$82.00
PO#:	Voucher #:	77178	Invoice	Invoice No: 565313	11/11/2025	Paid Amt: \$130.60
						Check Amount: \$130.60
chec	108174	6314		SFM		Check
			E 01	005 110 000 000 270	Workers Compens	\$2,479.00
PO#:	Voucher #:	77187	Invoice	Invoice No: 3713820	11/11/2025	Paid Amt: \$2,479.00
						Check Amount: \$2,479.00
chec	108175	6716		SOUND CONNECTION INC.		Check
			E 03	005 760 000 720 420	wiper blade systems	\$2,279.88
PO#: 21052	Voucher #:	77239	Invoice	Invoice No: 5799	11/11/2025	Paid Amt: \$2,279.88
						Check Amount: \$2,279.88
chec	108176	5941	REMIT	SOURCEWELL		Check
			E 01	020 640 034 316 305	Paraprofessional Training - August 2025	\$66.00
			E 01	010 640 034 316 305	Paraprofessional Training - August 2025	\$66.00
PO#: 20870	Voucher #:	77183	Invoice	Invoice No: INV00005189	11/11/2025	Paid Amt: \$132.00
			E 01	005 640 000 316 366	Sourcewell Admin. Assistant Conference	\$10.00
PO#: 20876	Voucher #:	77185	Invoice	Invoice No: inv00005189	11/11/2025	Paid Amt: \$10.00
			E 01	020 640 000 316 305	M.SLAGLE-LIFE SPACE CRISIS INTERVENT	\$50.00
			E 01	020 640 000 316 305	B.MCLELLAN-STEM SUMMIT	\$13.00
			E 01	020 640 000 316 305	C.PROCOPIO-STEM SUMMIT	\$13.00
			E 01	010 640 000 316 305	L.HOLM-CULTURAL COMPETENCY	\$8.00
			E 01	020 640 000 316 305	M.YAKIBCHUK-EDUCATOR SUMMIT	\$28.00
PO#:	Voucher #:	77184	Invoice	Invoice No: INV00005189	11/11/2025	Paid Amt: \$112.00
						Check Amount: \$254.00
chec	108177	6514		SYSCO WESTERN MINNESOTA, INC		Check
			E 02	005 770 000 705 490	BREAKFAST	\$571.35
			E 02	005 770 000 701 490	LUNCH	\$437.15
			E 02	005 770 000 701 490	SUPPLIES	\$87.49
PO#:	Voucher #:	77179	Invoice	Invoice No: 353031206	11/11/2025	Paid Amt: \$1,095.99
			E 02	005 770 000 705 490	BREAKFAST	\$135.81
			E 02	005 770 000 705 490	LUNCH	\$997.07
PO#:	Voucher #:	77180	Invoice	Invoice No: 353033711	11/11/2025	Paid Amt: \$1,132.88
			E 02	005 770 000 705 490	BREAKFAST	\$498.16
			E 02	005 770 000 701 490	LUNCH	\$622.20

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108177	6514		SYSCO WESTERN MINNESOTA, INC		Check
			E 02	005 770 000 701 401	SUPPLIES	\$163.13
PO#:	Voucher #:	77181	Invoice	Invoice No: 353038072	11/11/2025	Paid Amt: \$1,283.49
			E 02	005 770 000 701 490	LUNCH COMMODITIES	\$96.94
PO#:	Voucher #:	77182	Invoice	Invoice No: 353038071	11/11/2025	Paid Amt: \$96.94
						Check Amount: \$3,609.30
chec	108178	6146		TC's FOODS INC		Check
			E 04	500 585 000 332 401	Carving Pumpkins for Com.ed	\$330.00
PO#: 21020	Voucher #:	77213	Invoice	Invoice No: 300092	11/11/2025	Paid Amt: \$330.00
			E 01	020 605 000 320 490	feast supplies	\$26.81
PO#: 21087	Voucher #:	77214	Invoice	Invoice No: 300113	11/11/2025	Paid Amt: \$26.81
			E 01	020 605 000 320 490	feast supplies	\$32.92
PO#: 21087	Voucher #:	77216	Invoice	Invoice No: 299146	11/11/2025	Paid Amt: \$32.92
			E 01	020 605 000 320 490	feast supplies	\$89.53
PO#: 21087	Voucher #:	77215	Invoice	Invoice No: 299136	11/11/2025	Paid Amt: \$89.53
			E 02	005 770 000 701 490	LUNCH	\$7.08
PO#:	Voucher #:	77231	Invoice	Invoice No: 301057	11/11/2025	Paid Amt: \$7.08
			E 02	005 770 000 701 490	LUNCH	\$8.35
PO#:	Voucher #:	77237	Invoice	Invoice No: 301331	11/11/2025	Paid Amt: \$8.35
			E 02	005 770 000 701 490	LUNCH	\$15.25
PO#:	Voucher #:	77188	Invoice	Invoice No: 298515	11/11/2025	Paid Amt: \$15.25
			E 02	005 770 000 701 490	LUNCH	\$7.98
PO#:	Voucher #:	77232	Invoice	Invoice No: 301173	11/11/2025	Paid Amt: \$7.98
			E 02	005 770 000 701 401	SUPPLIES	\$8.99
PO#:	Voucher #:	77189	Invoice	Invoice No: 300112	11/11/2025	Paid Amt: \$8.99
			E 02	005 770 000 701 490	LUNCH	\$9.48
PO#:	Voucher #:	77190	Invoice	Invoice No: 300098	11/11/2025	Paid Amt: \$9.48
			E 02	005 770 000 701 490	LUNCH	\$5.30
PO#:	Voucher #:	77236	Invoice	Invoice No: 301424	11/11/2025	Paid Amt: \$5.30
			E 02	005 770 000 701 490	LUNCH	\$11.97
PO#:	Voucher #:	77191	Invoice	Invoice No: 300239	11/11/2025	Paid Amt: \$11.97
			E 02	005 770 000 701 490	LUNCH	\$31.51
PO#:	Voucher #:	77233	Invoice	Invoice No: 301233	11/11/2025	Paid Amt: \$31.51
			E 01	310 292 125 000 490	CONCESSIONS	\$20.55
PO#:	Voucher #:	77192	Invoice	Invoice No: 300440	11/11/2025	Paid Amt: \$20.55
			E 02	005 770 000 701 490	LUNCH	\$8.89
PO#:	Voucher #:	77193	Invoice	Invoice No: 300727	11/11/2025	Paid Amt: \$8.89

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108178	6146		TC's FOODS INC		Check
			E 02	005 770 000 701 490 LUNCH		\$5.01
PO#:	Voucher #:	77194	Invoice	Invoice No: 300712	11/11/2025	Paid Amt: \$5.01
			E 02	005 770 000 701 490 LUNCH		\$5.30
PO#:	Voucher #:	77234	Invoice	Invoice No: 301305	11/11/2025	Paid Amt: \$5.30
			E 02	005 770 000 701 490 LUNCH		\$21.43
PO#:	Voucher #:	77195	Invoice	Invoice No: 301047	11/11/2025	Paid Amt: \$21.43
			E 02	005 770 000 701 490 LUNCH		\$7.98
PO#:	Voucher #:	77235	Invoice	Invoice No: 301311	11/11/2025	Paid Amt: \$7.98
						Check Amount: \$654.33
chec	108179	6760	REMIT	THE AUTISM HELPER, INC		Check
			E 01	010 411 000 740 433 Autism support		\$649.00
PO#: 21094	Voucher #:	77186	Invoice	Invoice No: 52373	11/11/2025	Paid Amt: \$649.00
						Check Amount: \$649.00
chec	108180	6765	REMIT	TREVIPAY-WALMART		Check
			E 02	005 770 000 701 401 Concession/Food Service Storage Bins		\$43.08
			E 01	005 010 000 000 401 Storage Bins		\$59.88
PO#: 21121	Voucher #:	77226	Invoice	Invoice No: 7e951a3a	11/11/2025	Paid Amt: \$102.96
						Check Amount: \$102.96
chec	108181	01099		UPPER LAKES FOODS, INC		Check
			E 02	005 770 000 701 490 lunch		\$555.71
PO#:	Voucher #:	77211	Invoice	Invoice No: 875995-00	11/11/2025	Paid Amt: \$555.71
			E 02	005 770 000 706 490 Fruit & Veggie		\$211.03
PO#:	Voucher #:	77212	Invoice	Invoice No: 875997-00	11/11/2025	Paid Amt: \$211.03
						Check Amount: \$766.74
chec	108182	6660	REMIT	VESTIS GROUP INC		Check
			E 02	005 770 000 701 401 Aprons and linens		\$24.14
PO#: 20992	Voucher #:	77208	Invoice	Invoice No: 2630476388	11/11/2025	Paid Amt: \$24.14
			E 03	005 760 000 720 401 uniforms and shop towels floor mat		\$36.56
PO#: 20894	Voucher #:	77209	Invoice	Invoice No: 2630476390	11/11/2025	Paid Amt: \$36.56
			E 02	005 770 000 701 401 Aprons and linens		\$24.14
PO#: 20992	Voucher #:	77196	Invoice	Invoice No: 2630485970	11/11/2025	Paid Amt: \$24.14
			E 01	005 810 000 000 410 MPS, MATS,Paper Products		\$242.84
PO#:	Voucher #:	77197	Invoice	Invoice No: 2630485971	11/11/2025	Paid Amt: \$242.84
			E 03	005 760 000 720 401 uniforms and shop towels floor mat		\$36.56
PO#: 20894	Voucher #:	77198	Invoice	Invoice No: 2630485972	11/11/2025	Paid Amt: \$36.56

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108182	6660	REMIT	VESTIS GROUP INC		Check
			E 02	005 770 000 701 401	Aprons and linens	\$24.14
PO#: 20992	Voucher #:	77199	Invoice	Invoice No: 2630483588	11/11/2025	Paid Amt: \$24.14
			E 03	005 760 000 720 401	uniforms and shop towels floor mat	\$38.51
PO#: 20894	Voucher #:	77200	Invoice	Invoice No: 2630483590	11/11/2025	Paid Amt: \$38.51
			E 01	005 810 000 000 410	MOPS, MATS, Paper Products	\$240.84
PO#:	Voucher #:	77201	Invoice	Invoice No: 2630483589	11/11/2025	Paid Amt: \$240.84
			E 02	005 770 000 701 401	Aprons and linens	\$24.14
PO#: 20992	Voucher #:	77202	Invoice	Invoice No: 2630478789	11/11/2025	Paid Amt: \$24.14
			E 03	005 760 000 720 401	uniforms and shop towels floor mat	\$37.73
PO#: 20894	Voucher #:	77203	Invoice	Invoice No: 2630478791	11/11/2025	Paid Amt: \$37.73
			E 01	005 810 000 000 410	Mat, Mop, Paper Products	\$235.04
PO#:	Voucher #:	77204	Invoice	Invoice No: 2630478790	11/11/2025	Paid Amt: \$235.04
			E 01	005 810 000 000 410	MOPs, Mats, Paper Products	\$235.04
PO#:	Voucher #:	77210	Invoice	Invoice No: 2630476389	11/11/2025	Paid Amt: \$235.04
			E 02	005 770 000 701 401	Aprons and linens	\$24.14
PO#: 20992	Voucher #:	77205	Invoice	Invoice No: 2630481253	11/11/2025	Paid Amt: \$24.14
			E 01	005 810 000 000 410	mops, mats, paper products	\$235.04
PO#:	Voucher #:	77206	Invoice	Invoice No: 2630481254	11/11/2025	Paid Amt: \$235.04
			E 03	005 760 000 720 401	uniforms and shop towels floor mat	\$36.95
PO#: 20894	Voucher #:	77207	Invoice	Invoice No: 2630481255	11/11/2025	Paid Amt: \$36.95
Check Amount:						\$1,495.81
chec	108183	3296		AMAZON.COM		Check
			E 04	500 582 000 344 401	B002FTOBZE Elmer's Liquid School Glue Wa:	\$63.10
			E 04	500 582 000 344 401	B006P1ER8O Neenah Exact Vellum Bristol, 8.	\$48.40
			E 04	500 582 000 344 401	B009D9Y6SG Elmer's Disappearing Purple Sc	\$19.94
			E 04	500 582 000 344 401	B019J7GFOO Jack Richeson Mini Tempera 9	\$14.28
			E 04	500 582 000 344 401	B01MR7L1VD Sterilite 12-Pack Latching Box,	\$34.99
			E 04	500 582 000 344 401	B072J37ZZD Elmer's Liquid School Glue, Slir	\$14.04
			E 04	500 582 000 344 401	B07DVY2PDZ Charmin Flushable Wipes, 160	\$7.96
			E 04	500 582 000 344 401	B07KZF3RRY Upins 1000 Pcs Black Wiggle C	\$5.95
			E 04	500 582 000 344 401	B07LFKN6PK Super Z Outlet Nylon Cornhole	\$23.74
			E 04	500 582 000 344 401	B07PQBSH8S fash n kolor®, My Sweet Baby	\$9.79
			E 04	500 582 000 344 401	B089T7PX27 Crayola Air Dry Clay (5lbs), Teac	\$27.16
			E 04	500 582 000 344 401	B08LP8B4WJ YGAOHF 24 Pcs Paint Brushes	\$15.95
			E 04	500 582 000 344 401	B08P9HCXX7 SuLiao Sand Timer 3 Minute Hc	\$15.62
			E 04	500 582 000 344 401	B08PDNVQYX Bubblefast! 1.5 cu ft Biodegrac	\$31.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108183	3296		AMAZON.COM		Check
			E 04	500 582 000 344 401	B09L7Z37QL Felt Campus Style Erasers, Clea	\$16.99
			E 04	500 582 000 344 401	B09SLQ5N4X Tissue Paper Squares – 1x 1 in	\$7.75
			E 04	500 582 000 344 401	B0BN1SF1LJ Yiasangly 5ml Liquid Droppers C	\$5.35
			E 04	500 582 000 344 401	B0BNJZPD1K Playbees Musical Fire Truck Pc	\$59.98
			E 04	500 582 000 344 401	B0BXJB2NTY Soarer Colorful Craft Rooster F	\$6.99
			E 04	500 582 000 344 401	B0BYK11LTD AIVIAI Juggling Scarves for Kid:	\$13.98
			E 04	500 582 000 344 401	B0C7Q1FGHM MaxGear 24 Pack Dry Erase E	\$7.89
			E 04	500 582 000 344 401	B0CNSNTVFC Holmgren Colorful Craft Goose	\$7.99
			E 04	500 582 000 344 401	B0CTMC3ZRM 13 Pcs Kids Fireman Costume	\$60.70
			E 04	500 582 000 344 401	B0D2Z8KXS6 24 Pack Slow Rising Stress Cul	\$30.95
			E 04	500 582 000 344 401	B0D6W2BHG3 Peryiter 500 Pieces Pipe Clear	\$14.99
			E 04	500 582 000 344 401	B0DZ6V98ZV Winging Day Little Girls Cotton	\$19.98
			E 04	500 582 000 344 401	B0FJQ9D4WG TOAOB 500pcs 12mm Googly	\$5.99
			E 04	500 582 000 344 401	B0FQJRD4L6 Timgle 400 Pcs Tipped Lacing \	\$24.99
			E 04	500 582 000 344 401	Amazon Shipping Charge	\$6.95
PO#: 21099	Voucher #:	77262	Invoice	Invoice No: 1PLM-HLXL-9FDK	11/26/2025	Paid Amt: \$623.39
			E 01	310 298 114 301 402	B0CJ562JVB 144PCS Mardi Gras Beads, Gol	\$26.99
			E 01	310 298 114 301 402	B0CJ575R6R 144PCS Mardi Gras Beads, Pur	\$24.99
			E 01	310 298 114 301 402	B0CLJBCVZ 144PCS Bead Necklace, Black	\$27.99
			E 01	310 298 114 301 402	Amazon Shipping Charge	\$16.35
PO#: 21105	Voucher #:	77259	Invoice	Invoice No: 1L63-L6P1-KPMN	11/26/2025	Paid Amt: \$96.32
			E 01	005 620 000 343 470	0063415135 A Wolf Called Fire: The Epic Adv	\$15.19
			E 01	005 620 000 343 470	0064403823 Old Yeller (HarperClassics)	\$6.99
			E 01	005 620 000 343 470	0440412676 Where the Red Fern Grows	\$6.83
			E 01	005 620 000 343 470	0593658493 What Is the Story of Godzilla?	\$16.99
			E 01	005 620 000 343 470	1665974605 Dork Diaries 16: Tales from a Nol	\$8.96
			E 01	005 620 000 343 470	1683837029 Star Wars: The Secrets of the Je	\$15.69
			E 01	005 620 000 343 470	1787398994 Godzilla: The Ultimate Illustrated	\$21.46
			E 01	005 620 000 343 470	1835410367 Godzilla: The Encyclopedia: Shin	\$23.03
			E 01	005 620 000 343 470	3967721256 All Things Foxes For Kids: Filled	\$12.99
			E 01	005 620 000 343 470	B0DV4NBKKZ Cat Ninja Box Set Books 1–6	\$53.95
			E 01	005 620 000 343 470	Amazon Shipping Charge	\$0.00
PO#: 21118	Voucher #:	77252	Invoice	Invoice No: 1W4P-VVLY-7NXV	11/26/2025	Paid Amt: \$182.08
			E 01	005 810 000 000 420	B07F494Z5P CARBO Instruments 4" Pressure	\$88.29
			E 01	005 810 000 000 420	B0BC8DWCNP SENCTRL 0-30 PSI Glycerin I	\$18.98

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
chec	108183	3296		AMAZON.COM		Check	
			E 01	005 810 000 000 420	Amazon Shipping Charge	\$0.00	
PO#:	21096	Voucher #:	77257	Invoice	Invoice No: 1V49-V4JX-7FP6	11/26/2025	Paid Amt: \$107.27
			E 01	010 712 000 000 430	B0FBHF49Q pcnearty 300 Pcs Sport Sticker	\$9.98	
			E 01	010 712 000 000 430	B0C6X9YWXF Hohamn 600 Pcs Puppy and K	\$7.97	
			E 01	010 712 000 000 430	B0CP8GRQCL Bluey - Sticker Variety Pack St	\$6.91	
			E 01	010 712 000 000 430	B0CY2N8BWP 50Pcs Deer Stickers Waterpro	\$5.99	
			E 01	010 712 000 000 430	B0D3QS6WLC Cleverplay Make Your Own Sh	\$6.99	
			E 01	010 712 000 000 430	B0D47DDP3P Unicorns Stickers 100 Pcs Wat	\$4.99	
			E 01	010 712 000 000 430	B0DP1SHYWM Sonic 3 Standard Stickers - 4	\$4.99	
			E 01	010 712 000 000 430	B0F4XVHDH4 100 PC Cute Dinosaur Stickers	\$2.84	
			E 01	010 712 000 000 430	B0FDFVRPGB 50PCS Transparent Cute Anirr	\$3.99	
			E 01	010 712 000 000 430	Amazon Shipping Charge	\$6.99	
PO#:	21124	Voucher #:	77249	Invoice	Invoice No: 1QYW-M9PX-69M4	11/26/2025	Paid Amt: \$61.64
			E 01	020 255 058 000 430	Lincoln Electric K5418-1 Wheel Kit for Portabl	\$37.43	
			E 01	020 255 058 000 430	Freight	\$9.99	
PO#:	21072	Voucher #:	77256	Invoice	Invoice No: 1DFM-G7Y9-GWT6	11/26/2025	Paid Amt: \$47.42
			E 01	020 255 058 000 430	VEVOR Dual Welding Cylinder Cart,	\$91.89	
			E 01	020 255 058 000 430	Yes Welder Auto Darkening Helmet, LYG-M80	\$50.38	
			E 01	020 255 058 000 430	Blacksmith V tongs	\$22.00	
			E 01	020 255 058 000 430	MAXPOWER 11-inch Locking C Clamp, Heavy	\$54.14	
			E 01	020 255 058 000 430	8" MIG Welding Pliers	\$17.52	
			E 01	020 255 058 000 430	50 Pack Flap Discs 4 1/2" x 7/8" for Angle Grir	\$39.99	
			E 01	020 255 058 000 430	Flap Discs 4 1/2" for Angle Grinder - Trivd Fro	\$68.38	
			E 01	020 255 000 000 430	Hot Glue Sticks, 400 count	\$45.98	
			E 01	020 255 000 000 430	Safety Glass cleaning station w/ Tissues	\$29.98	
			E 01	020 255 000 000 430	OXG 12 Pack Safety Glasses	\$55.66	
			E 01	020 255 000 000 430	Salfboy Bulk Safety Glasses	\$36.99	
			E 01	020 255 000 000 430	Wall Clock	\$39.90	
			E 01	020 255 000 000 430	Freight	(\$1.80)	
			E 01	020 255 058 000 430	Freight	(\$2.98)	
PO#:	21072	Voucher #:	77255	Invoice	Invoice No: 11LC-9GXP-3DJ1	11/26/2025	Paid Amt: \$548.03
			E 04	500 585 000 332 401	B0009KF59W Wilson NCAA Final Four Editor	\$144.72	
			E 04	500 585 000 332 401	B08VYSL3NZ Spalding 10 Pack Inflating Neec	\$5.47	
			E 04	500 585 000 332 401	Amazon Shipping Charge	\$14.93	
PO#:	21116	Voucher #:	77253	Invoice	Invoice No: 1C43-KHL3-6J36	11/26/2025	Paid Amt: \$165.12
			E 01	010 203 208 000 430	B079KL4C91 Amazon Basics Clear Thermal L	\$53.97	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108183	3296		AMAZON.COM		Check
			E 01 010 203 208 000 430	B08461VLW9 Pilot G2 Premium Retractable C		\$15.85
			E 01 010 203 208 000 430	B09KC5QSXD UMETDO 8PCS Colored Mask		\$6.55
			E 01 010 203 208 000 430	B09RBHPLB7 Amazon Basics 9 inch Thermal		\$29.98
			E 01 010 203 208 000 430	B0CKVH87G3 Kitchen Digital Timer, Count Dc		\$29.04
			E 01 010 203 208 000 430	B0D9229N9B JALL 12" Large Digital Wall Clo		\$32.99
			E 01 010 203 208 000 430	B0DYLW2PSX DYMO LetraTag LT-100H Hanc		\$29.99
			E 01 010 203 208 000 430	Freight		(\$1.15)
PO#: 21064	Voucher #:	77258	Invoice	Invoice No: 1X77-6GN7-6YQV	11/26/2025	Paid Amt: \$197.22
			E 01 020 212 000 000 430	Jacquard Cyanotype Kit		\$39.69
PO#:	Voucher #:	77248	Invoice	Invoice No: 1XRQ-YKKV-1Y79	11/26/2025	Paid Amt: \$39.69
			E 01 310 292 082 301 402	B0F3N7NPFV Endless Savings 48 Pack of Pa		\$79.99
			E 01 310 292 082 301 402	Amazon Shipping Charge		\$0.00
PO#: 21090	Voucher #:	77251	Invoice	Invoice No: 1LWJ-4HQW-6JLJ	11/26/2025	Paid Amt: \$79.99
			E 04 500 585 000 332 401	B0BNDMWKSM Direct Thermal Labels Sticke		\$7.29
			E 04 500 585 000 332 401	B0BTYD7H28 Phomemo Bluetooth Thermal L		\$69.98
			E 04 500 585 000 332 401	B0CQFT38DN Guermok Thermal Shipping La		\$8.99
			E 04 500 585 000 332 401	B0D7C7GWVL iEager 3" x 2" Thermal Labels,		\$9.99
			E 04 500 585 000 332 401	Amazon Shipping Charge		\$12.25
PO#: 21119	Voucher #:	77260	Invoice	Invoice No: 14F7-9FP9-KRQK	11/26/2025	Paid Amt: \$108.50
			E 01 010 203 202 000 430	B06WGZYF2R Mr. Sketch Scented Washable		\$18.05
			E 01 010 203 202 000 430	B08162FXLH Mobile Whiteboard, 36 x 24 inch		\$89.33
			E 01 010 203 202 000 430	Amazon Shipping Charge		\$0.00
PO#: 21117	Voucher #:	77254	Invoice	Invoice No: 1DKY-J4H6-6JK1	11/26/2025	Paid Amt: \$107.38
			E 01 020 255 000 000 430	Bosgeot 3" caster wheels		\$27.98
			E 01 020 255 000 000 430	AUEAR 4" Rubber caster wheels, 2pack		\$34.50
PO#: 21127	Voucher #:	77250	Invoice	Invoice No: 1MDC-CG44-66FH	11/26/2025	Paid Amt: \$62.48
			E 01 010 411 000 740 433	Scan Marker Pal		\$206.00
PO#: 21142	Voucher #:	77261	Invoice	Invoice No: 1QCQ-LLJY-4JX3	11/26/2025	Paid Amt: \$206.00
						Check Amount: \$2,632.53
chec	108184	6776		BELLONA DUNHAM		Check
			E 01 310 296 320 000 184	GAME WORKER		\$50.00
PO#:	Voucher #:	77357	Invoice	Invoice No: 11/20-GBB JH officia	11/26/2025	Paid Amt: \$50.00
						Check Amount: \$50.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108185	5971		REMIT BEST OIL LLC		Check
				E 01 005 810 000 000 440 #2 DIESEL DYED	\$3,010.53	
PO#:	Voucher #:	77271	Invoice	Invoice No: 73218	11/26/2025	Paid Amt: \$3,010.53
						Check Amount: \$3,010.53
chec	108186	5693		BILL BRINK		Check
				E 01 310 296 320 000 305 OFFICIAL	\$70.00	
				E 01 310 296 320 000 305 OFFICIAL	\$139.40	
PO#:	Voucher #:	77356	Invoice	Invoice No: 11/20-GBB Ref	11/26/2025	Paid Amt: \$209.40
						Check Amount: \$209.40
chec	108187	3892	R	BLICK ART MATERIALS		Check
				E 01 010 212 000 000 430 Handling Fee	\$0.00	
				E 01 020 212 000 000 430 Blick Standard Squeegee - 8", 60-65 Duromet	\$78.30	
				E 01 020 212 000 000 430 Blick Screen Printing Frame - 8" x 10", 110 Mc	\$147.96	
				E 01 020 212 000 000 430 Speedball Drawing Fluid - 32 oz	\$16.87	
				E 01 020 212 000 000 430 Speedball Screen Filler - 32 oz	\$37.49	
PO#: 21100	Voucher #:	77265	Invoice	Invoice No: 6639368	11/26/2025	Paid Amt: \$280.62
				E 01 010 212 000 000 430 Crayola Quick Dry Paint Sticks - Assorted Col	\$22.56	
				E 01 010 212 000 000 430 Prang Ambrite Paper Chalk - Set of 12	\$23.30	
				E 01 010 212 000 000 430 shipping	\$7.95	
PO#: 20929	Voucher #:	77263	Invoice	Invoice No: 6079787	11/26/2025	Paid Amt: \$53.81
				E 01 010 212 000 000 430 Amaco No. 25 White Art Clay - 50 lb	\$41.47	
				E 01 010 212 000 000 430 Mayco Stroke & Coat Wonderglaze Kit - Bottle	\$189.52	
				E 01 010 212 000 000 430 Freight	\$25.00	
PO#: 21100	Voucher #:	77264	Invoice	Invoice No: 6651060	11/26/2025	Paid Amt: \$255.99
						Check Amount: \$590.42
chec	108188	6697		BLUE CROSS BLUE SHIELD OF MINNESOTA		Check
				B 01 215 031 District Contribtuion	\$40,546.45	
				E 01 020 211 000 000 291 Sec Retiree	\$1,616.70	
PO#:	Voucher #:	77354	Invoice	Invoice No: 251031449708	11/26/2025	Paid Amt: \$42,163.15
						Check Amount: \$42,163.15
chec	108189	4977		BOISE FORTE TRIBAL COUNCIL		Check
				E 01 020 211 000 320 366 Quiz Bowl Team Fees-2 Teams	\$250.00	
PO#: 21141	Voucher #:	77266	Invoice	Invoice No: 12/12/25 QUIZ BOWL	11/26/2025	Paid Amt: \$250.00
						Check Amount: \$250.00
chec	108190	1353	R	CDW GOVERNMENT INC		Check
				E 01 010 219 000 339 456 Owl Labs Meeting Owl 3 - conference camera	\$989.10	

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108190	1353	R	CDW GOVERNMENT INC		Check
				E 01 010 219 000 339 456 Owl Labs 16' USB Extension Cable		\$24.65
				E 01 010 219 000 339 456 Owl Labs Tripod for Meeting Owl 3/4+ Camer		\$134.10
PO#:	21125	Voucher #:	77267	Invoice Invoice No: AG8DP71	11/26/2025	Paid Amt: \$1,147.85
						Check Amount: \$1,147.85
chec	108191	6700	REMIT	CENTRAL MCGOWAN, INC		Check
				E 03 005 760 000 720 420 CYLINDER RENTAL		\$11.64
PO#:		Voucher #:	77268	Invoice Invoice No: 0000419629	11/26/2025	Paid Amt: \$11.64
				E 03 005 760 000 720 420 CYLINDER RENTAL		\$52.87
PO#:		Voucher #:	77269	Invoice Invoice No: 0000419628	11/26/2025	Paid Amt: \$52.87
						Check Amount: \$64.51
chec	108192	3663		CLIMATE MAKERS INC		Check
				E 03 005 760 000 720 350 Heater Bus Garage		\$224.00
PO#:	21145	Voucher #:	77270	Invoice Invoice No: 125419	11/26/2025	Paid Amt: \$224.00
						Check Amount: \$224.00
chec	108193	6513		COLONIAL LIFE		Check
				B 01 215 032 ER Cafe Plan Payroll Deductions		\$4,573.95
PO#:		Voucher #:	77358	Invoice Invoice No: Nov-2025	11/26/2025	Paid Amt: \$4,573.95
						Check Amount: \$4,573.95
chec	108194	6773		DEEP PORTAGE FOUNDATION		Check
				E 01 020 206 000 433 369 Educational Trip 10/14-10/15/25		\$1,785.00
PO#:		Voucher #:	77136	Invoice Invoice No: 3764	11/26/2025	Paid Amt: \$1,785.00
						Check Amount: \$1,785.00
chec	108195	4397		DELTA DENTAL OF MN		Check
				B 01 215 046 District Contribution		\$3,018.66
				E 01 010 203 000 000 291 Elem Retiree		\$100.88
				E 01 020 211 000 000 291 Sec Retiree		\$247.20
				E 01 010 050 000 000 291 Admin Retiree		\$148.82
PO#:		Voucher #:	77353	Invoice Invoice No: RIS0006699703	11/26/2025	Paid Amt: \$3,515.56
						Check Amount: \$3,515.56
chec	108196	6748		GARAGE DOOR SERVICE OF NEVADA		Check
				E 03 005 760 000 720 420 block heaters for park out		\$189.95
PO#:	21115	Voucher #:	77273	Invoice Invoice No: 519	11/26/2025	Paid Amt: \$189.95
						Check Amount: \$189.95
chec	108197	06386	R	GRAINGER		Check
				E 01 005 810 000 000 420 36 belts for all AHU (Air Handling Units)		\$162.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
chec	108197	06386	R	GRAINGER		Check			
				E 01 005 810 000 000 420	Freight		\$0.66		
PO#:	21055	Voucher #:	77274	Invoice	Invoice No: 9703867904	11/26/2025		Paid Amt:	\$162.66
								Check Amount:	\$162.66
chec	108198	5443		HEARTLAND BUSINESS SYSTEMS		Check			
				E 01 005 630 000 000 555	1M Type 1 Stacking Cable		\$259.82		
PO#:	21089	Voucher #:	77278	Invoice	Invoice No: 841037-H	11/26/2025		Paid Amt:	\$259.82
				E 01 005 630 000 000 555	Wireless Cisco DNA On-Prem Essential, Spar		\$0.45		
				E 01 005 630 000 000 555	C9120AX Internal 802.11ax 4x4:4 MIMO;IOT;E		\$75.71		
				E 01 005 630 000 000 555	Wireless Cisco DNA On-Prem Essential, Spar		\$84.34		
				E 01 005 630 000 000 555	Wireless Cisco DNA On-Prem Essential, Spar		\$5.46		
PO#:	21068	Voucher #:	77277	Invoice	Invoice No: 839347-H	11/26/2025		Paid Amt:	\$165.96
								Check Amount:	\$425.78
chec	108199	06475		HEARTLAND TIRE SERVICE INC		Check			
				E 03 005 760 000 720 420	Repair Supplies-BUSES		\$760.76		
PO#:		Voucher #:	77275	Invoice	Invoice No: 15032308	11/26/2025		Paid Amt:	\$760.76
								Check Amount:	\$760.76
chec	108200	5757		HERITAGE EMBROIDERY & DESIGN		Check			
				E 01 310 294 220 000 430	Basketball uniforms (boys)		\$6,048.00		
				E 01 310 294 220 000 430	Shipping		\$50.00		
PO#:	21035	Voucher #:	77276	Invoice	Invoice No: 105125	11/26/2025		Paid Amt:	\$6,098.00
								Check Amount:	\$6,098.00
chec	108201	6249		HORACE MANN LIFE INSURANCE CO		Check			
				E 01 020 050 000 000 230	Life Insurance		\$259.50		
PO#:		Voucher #:	77355	Invoice	Invoice No: M.Yakibchuk 25-26	11/26/2025		Paid Amt:	\$259.50
								Check Amount:	\$259.50
chec	108202	6355		INTERQUEST DETECTION CANINES		Check			
				E 01 005 716 000 342 311	Canine Search on 11/6		\$400.00		
PO#:		Voucher #:	77338	Invoice	Invoice No: Nov NM 2025	11/26/2025		Paid Amt:	\$400.00
								Check Amount:	\$400.00
chec	108203	6774		JASMINE KINGSLEY		Check			
				E 01 310 294 210 000 184	FOOTBALL 10/2 & 10/9		\$90.00		
PO#:		Voucher #:	77340	Invoice	Invoice No: 10/2 & 10/9	11/26/2025		Paid Amt:	\$90.00
								Check Amount:	\$90.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108204	1279	R	JOHNSON CONTROLS		Check
				E 01 005 810 000 000 350 Repairs/Maintenance		\$1,620.80
PO#:	Voucher #:	77281	Invoice	Invoice No: 1-136762257450	11/26/2025	Paid Amt: \$1,620.80
						Check Amount: \$1,620.80
chec	108205	01098		JOHNSON TELEPHONE CO		Check
				E 01 005 810 000 000 320 Telephone		\$612.87
PO#:	Voucher #:	77280	Invoice	Invoice No: R0520-11/1/2025	11/26/2025	Paid Amt: \$612.87
				E 01 040 810 000 000 320 LSGH Internet & Telephone		\$31.20
PO#:	Voucher #:	77279	Invoice	Invoice No: R4513-11/1/25	11/26/2025	Paid Amt: \$31.20
						Check Amount: \$644.07
chec	108206	5889		JOSHUA PARISE		Check
				E 01 310 296 320 000 184 GBB Book		\$55.00
PO#:	Voucher #:	77345	Invoice	Invoice No: 11/20-GBB	11/26/2025	Paid Amt: \$55.00
						Check Amount: \$55.00
chec	108207	6215		KAJEET INC		Check
				E 01 010 412 000 740 320 HOTSPOT RENEWAL		\$205.41
PO#:	Voucher #:	77282	Invoice	Invoice No: inv41047	11/26/2025	Paid Amt: \$205.41
						Check Amount: \$205.41
chec	108208	6754		KENDALL HUNT PUBLISHING COMPANY		Check
				E 01 020 260 000 000 460 Grade K, Unit 1-3 Teacher Edition		\$25.00
				E 01 020 260 000 000 460 Grade 1, Unit 1-3 Teacher Edition		\$25.00
				E 01 020 260 000 000 460 Grade 2, Unit 1-3 Teacher Edition		\$25.00
				E 01 020 260 000 000 460 Grade 3, Unit 1-3 Teacher Edition		\$25.00
PO#: 21000	Voucher #:	77283	Invoice	Invoice No: 13965344	11/26/2025	Paid Amt: \$100.00
						Check Amount: \$100.00
chec	108209	5358		L&M SUPPLY INC		Check
				E 01 020 255 000 000 430 OPEN PO FOR SUPPLIES		\$32.45
PO#: 21083	Voucher #:	77284	Invoice	Invoice No: GRR-01-10032287	11/26/2025	Paid Amt: \$32.45
						Check Amount: \$32.45
chec	108210	01095		LAKE COUNTRY POWER		Check
				E 01 005 810 000 000 332 ECFE BUILDING		\$769.00
PO#:	Voucher #:	77287	Invoice	Invoice No: 90000206-11/2025	11/26/2025	Paid Amt: \$769.00
				E 01 005 810 000 000 332 MAIN SCHOOL		\$13,740.00
PO#:	Voucher #:	77288	Invoice	Invoice No: 90000203-11/2025	11/26/2025	Paid Amt: \$13,740.00
				E 01 005 810 000 000 332 FOOTBALL LIGHTS		\$65.00
PO#:	Voucher #:	77285	Invoice	Invoice No: 10000175-11/1/25	11/26/2025	Paid Amt: \$65.00

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Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108210	01095		LAKE COUNTRY POWER		Check
			E 01 005 810 000 000 332	BOILER HOUSE		\$9,800.00
PO#:	Voucher #:	77286	Invoice	Invoice No: 90000204/205-11/2025	11/26/2025	Paid Amt: \$9,800.00
			E 01 005 810 000 000 332	FOOTBALL LIGHTS		\$96.00
PO#:	Voucher #:	77289	Invoice	Invoice No: 10000176-11/2025	11/26/2025	Paid Amt: \$96.00
						Check Amount: \$24,470.00
chec	108211	5223		MADISON NATIONAL LIFE		Check
			B 01 215 036	Ltd Insurance Withholding Payable-Dist		\$1,116.00
PO#:	Voucher #:	77351	Invoice	Invoice No: Nov-25	11/26/2025	Paid Amt: \$1,116.00
						Check Amount: \$1,116.00
chec	108212	1095		MARCO TECHNOLOGIES LLC		Check
			E 01 010 203 202 000 580	Elem Copier		\$582.06
			E 01 020 211 000 000 580	Sec Copier		\$582.06
			E 01 005 110 371 000 580	District Copier		\$582.07
PO#:	Voucher #:	77350	Invoice	Invoice No: 568443329	11/26/2025	Paid Amt: \$1,746.19
						Check Amount: \$1,746.19
chec	108213	5211		MARY HOLSMAN		Check
			E 01 310 296 320 000 184	JH Scoreboard		\$55.00
PO#:	Voucher #:	77344	Invoice	Invoice No: 11/20-GBB	11/26/2025	Paid Amt: \$55.00
						Check Amount: \$55.00
chec	108214	2305		MATT KUNNARI		Check
			E 01 310 296 320 000 305	OFFICIAL		\$70.00
			E 01 310 296 320 000 305	OFFICIAL		\$110.00
PO#:	Voucher #:	77349	Invoice	Invoice No: 11/20-GBB Ref	11/26/2025	Paid Amt: \$180.00
						Check Amount: \$180.00
chec	108215	6129		MN DEPT OF HEALTH		Check
			E 02 005 770 000 701 820	Dues and Membership		\$1,135.00
PO#:	Voucher #:	77290	Invoice	Invoice No: 2025 license	11/26/2025	Paid Amt: \$1,135.00
			E 02 005 770 000 701 820	Dues and Membership		\$1,135.00
PO#:	Voucher #:	77343	Invoice	Invoice No: 43655	11/26/2025	Paid Amt: \$1,135.00
						Check Amount: \$2,270.00
chec	108216	5649		MN STATE COMMUNITY & TECHNICAL COLLEGE		Check
			E 01 005 960 314 340 898	Scholarship for Jackson Tabaka		\$1,500.00
PO#:	Voucher #:	77303	Invoice	Invoice No: Jackson Tabaka	11/26/2025	Paid Amt: \$1,500.00
						Check Amount: \$1,500.00

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
chec	108217	6485		NIKKI PEARSON		Check			
			E 01	310 296 320 000 184	Ticket Taker	\$55.00			
PO#:	Voucher #:	77346	Invoice	Invoice No:	11/20-GBB	11/26/2025	Paid Amt:	\$55.00	
							Check Amount:	\$55.00	
chec	108218	5796		O'REILLY AUTO PARTS		Check			
			E 03	005 760 000 720 420	tank heater	\$170.53			
			E 03	005 760 000 720 420	Torsn Bar	\$84.99			
PO#:	Voucher #:	77299	Credit	Invoice No:	1533-292228	11/26/2025	Paid Amt:	(\$255.52)	
			E 03	005 760 000 720 420	parts for stock	\$836.72			
PO#: 20996	Voucher #:	77298	Invoice	Invoice No:	1533-292151	11/26/2025	Paid Amt:	\$836.72	
							Check Amount:	\$581.20	
chec	108219	4632		PEMBERTON SORLIE RUFER &		Check			
			E 01	005 110 000 000 305	Legal	\$15.00			
PO#: 21137	Voucher #:	77302	Invoice	Invoice No:	190	11/26/2025	Paid Amt:	\$15.00	
							Check Amount:	\$15.00	
chec	108220	5276		PERRIN MOBILE MEDICAL		Check			
			E 03	005 760 000 720 430	s169160961516	\$90.00			
			E 03	005 760 000 720 430	T120259169403	\$90.00			
PO#:	Voucher #:	77301	Invoice	Invoice No:	9076	11/26/2025	Paid Amt:	\$180.00	
							Check Amount:	\$180.00	
chec	108221	2035		PITNEY BOWES INC		Check			
			E 01	005 110 000 000 329	POSTAGE MACH LSE PITNEY BOWES	\$450.00			
PO#:	Voucher #:	77300	Invoice	Invoice No:	3107484009	11/26/2025	Paid Amt:	\$450.00	
							Check Amount:	\$450.00	
chec	108222	5317		ROB OTT		Check			
			E 01	310 296 320 000 305	OFFICIAL	\$70.00			
			E 01	310 296 320 000 305	OFFICIAL	\$139.40			
PO#:	Voucher #:	77348	Invoice	Invoice No:	11/20-GBB Ref	11/26/2025	Paid Amt:	\$209.40	
							Check Amount:	\$209.40	
chec	108223	05304		SANDSTROM'S		Check			
			E 02	005 770 000 705 495	BREAKFAST MILK	\$141.10			
			E 02	005 770 000 701 495	LUNCH MILK	\$324.80			
PO#:	Voucher #:	77323	Invoice	Invoice No:	566436	11/26/2025	Paid Amt:	\$465.90	
			E 02	005 770 000 705 495	BREAKFAST MILK	\$111.00			
			E 02	005 770 000 701 495	LUNCH MILK	\$155.10			
PO#:	Voucher #:	77322	Invoice	Invoice No:	566164	11/26/2025	Paid Amt:	\$266.10	

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
chec	108223	05304		SANDSTROM'S		Check		
			E 02	005 770 000 705 495	BREAKFAST MILK		\$11.60	
			E 02	005 770 000 701 495	LUNCH MILK		\$123.00	
PO#:	Voucher #:	77324	Invoice	Invoice No: 566876	11/26/2025	Paid Amt:		\$134.60
			E 02	005 770 000 705 495	BREAKFAST MILK		\$287.00	
			E 02	005 770 000 705 495	LUNCH MILK		\$141.10	
PO#:	Voucher #:	77325	Invoice	Invoice No: 567234	11/26/2025	Paid Amt:		\$428.10
			E 02	005 770 000 705 495	BREAKFAST MILK		\$129.50	
			E 02	005 770 000 701 495	LUNCH MILK		\$246.00	
PO#:	Voucher #:	77321	Invoice	Invoice No: 565650	11/26/2025	Paid Amt:		\$375.50
						Check Amount:		\$1,670.20
chec	108224	4547		SCHOLASTIC BOOK FAIRS		Check		
			E 01	310 298 128 301 402	BOOK FAIR		\$1,531.38	
PO#:	Voucher #:	77306	Invoice	Invoice No: W6153168BF	11/26/2025	Paid Amt:		\$1,531.38
						Check Amount:		\$1,531.38
chec	108225	6633		SHEP'S APPAREL		Check		
			E 01	310 298 114 301 402	Elementary Student Leadership T-shirts		\$144.00	
PO#: 21106	Voucher #:	77336	Invoice	Invoice No: Elem. leadership	11/26/2025	Paid Amt:		\$144.00
			E 01	310 298 114 301 402	Eagle Pride T-shirts for Kindergarten Class		\$414.00	
PO#: 21106	Voucher #:	77337	Invoice	Invoice No: Eagle Pride	11/26/2025	Paid Amt:		\$414.00
						Check Amount:		\$558.00
chec	108226	6727	REMIT	SNAP-ON INDUSTRIAL		Check		
			E 03	005 760 000 720 465	new scanner to better troubleshoot buses		\$10,366.02	
PO#: 21110	Voucher #:	77305	Invoice	Invoice No: ARV/66332191	11/26/2025	Paid Amt:		\$10,366.02
						Check Amount:		\$10,366.02
chec	108227	6514		SYSCO WESTERN MINNESOTA, INC		Check		
			E 02	005 770 000 705 490	Food		\$12.16	
PO#:	Voucher #:	77308	Credit	Invoice No: 353050894	11/26/2025	Paid Amt:		(\$12.16)
			E 02	005 770 000 701 490	Food		\$1.79	
PO#:	Voucher #:	77309	Credit	Invoice No: 353050893	11/26/2025	Paid Amt:		(\$1.79)
			E 02	005 770 000 705 490	Food		\$15.48	
PO#:	Voucher #:	77310	Credit	Invoice No: 353050896	11/26/2025	Paid Amt:		(\$15.48)
			E 02	005 770 000 701 490	Food		\$12.54	
PO#:	Voucher #:	77311	Credit	Invoice No: 253948768	11/26/2025	Paid Amt:		(\$12.54)
			E 02	005 770 000 701 490	Food		\$34.02	
PO#:	Voucher #:	77312	Credit	Invoice No: 353020140	11/26/2025	Paid Amt:		(\$34.02)

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108227	6514		SYSCO WESTERN MINNESOTA, INC		Check
			E 02 005 770 000 705 490	Food		\$7.17
PO#:	Voucher #:	77313	Credit	Invoice No: 353034536	11/26/2025	Paid Amt: (\$7.17)
			E 02 005 770 000 705 490	BREAKFAST		\$96.96
			E 02 005 770 000 701 490	LUNCH		\$617.71
			E 02 005 770 000 701 401	SUPPLIES		\$66.81
PO#:	Voucher #:	77314	Invoice	Invoice No: 353045810	11/26/2025	Paid Amt: \$781.48
			E 02 005 770 000 705 490	BREAKFAST		\$470.58
			E 02 005 770 000 701 490	LUNCH		\$836.51
PO#:	Voucher #:	77315	Invoice	Invoice No: 353048306	11/26/2025	Paid Amt: \$1,307.09
			E 02 005 770 000 701 490	LUNCH COMMODITIES		\$6.82
PO#:	Voucher #:	77316	Invoice	Invoice No: 353048305	11/26/2025	Paid Amt: \$6.82
			E 02 005 770 000 701 401	LID BAIN MARIE 2-4 QT TRANS		\$12.78
PO#:	Voucher #:	77317	Invoice	Invoice No: 153A1821Z	11/26/2025	Paid Amt: \$12.78
			E 02 005 770 000 701 401	Steam table pan		\$31.19
PO#:	Voucher #:	77318	Invoice	Invoice No: 153A1793Z	11/26/2025	Paid Amt: \$31.19
			E 02 005 770 000 701 401	BAIN MARIE 2QT ROUND		\$39.63
PO#:	Voucher #:	77319	Invoice	Invoice No: 153A1798Z	11/26/2025	Paid Amt: \$39.63
			E 02 005 770 000 705 490	BREAKFAST		\$508.11
			E 02 005 770 000 701 490	LUNCH		\$444.78
			E 02 005 770 000 706 490	FRUIT & VEGGIE		\$61.36
PO#:	Voucher #:	77320	Invoice	Invoice No: 353043250	11/26/2025	Paid Amt: \$1,014.25
			E 02 005 770 000 705 490	BREAKFAST		\$464.97
			E 02 005 770 000 701 490	LUNCH		\$631.06
PO#:	Voucher #:	77304	Invoice	Invoice No: 353040648	11/26/2025	Paid Amt: \$1,096.03
			E 02 005 770 000 701 490	Food		\$6.97
PO#:	Voucher #:	77307	Credit	Invoice No: 353050895	11/26/2025	Paid Amt: (\$6.97)
						Check Amount: \$4,199.14
chec	108228	6765		REMIT TREVIPAY-WALMART		Check
			E 01 010 206 011 433 401	PBIS Eagle Pride Incentives		\$196.16
PO#: 21109	Voucher #:	77339	Invoice	Invoice No: 09f325c5	11/26/2025	Paid Amt: \$196.16
						Check Amount: \$196.16
chec	108229	6484		TYLER PEARSON		Check
			E 01 310 296 320 000 184	Clock/Scoreboard		\$55.00
PO#:	Voucher #:	77347	Invoice	Invoice No: 11/20-GBB	11/26/2025	Paid Amt: \$55.00
						Check Amount: \$55.00

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108230	6476		UHS PREMIUM BILLING		Check
			B 01 215 031	Binder Check for January 1 Insurance		\$57,751.00
PO#:	Voucher #:	77326	Invoice	Invoice No: Jan 2025	11/26/2025	Paid Amt: \$57,751.00
						Check Amount: \$57,751.00
chec	108231	01099		UPPER LAKES FOODS, INC		Check
			E 02 005 770 000 705 490	Breakfast		\$35.07
			E 02 005 770 000 701 490	Lunch		\$1,053.05
PO#:	Voucher #:	77330	Invoice	Invoice No: 884359-00	11/26/2025	Paid Amt: \$1,088.12
			E 02 005 770 000 705 490	BREAKFAST		\$281.11
			E 02 005 770 000 701 490	LUNCH		\$362.58
PO#:	Voucher #:	77328	Invoice	Invoice No: 893516-00	11/26/2025	Paid Amt: \$643.69
			E 02 005 770 000 706 490	FRUIT & VEGGIE		\$468.31
PO#:	Voucher #:	77329	Invoice	Invoice No: 893521-00	11/26/2025	Paid Amt: \$468.31
			E 02 005 770 000 701 490	Lunch		\$42.55
			E 02 005 770 000 701 490	Fruit & Veggie		\$222.07
PO#:	Voucher #:	77331	Invoice	Invoice No: 884360-00	11/26/2025	Paid Amt: \$264.62
						Check Amount: \$2,464.74
chec	108232	5581		US FOODS INC		Check
			E 02 005 770 000 705 490	Food		\$4.54
PO#:	Voucher #:	77335	Credit	Invoice No: 5964746	11/26/2025	Paid Amt: (\$4.54)
			E 02 005 770 000 701 490	Vendor Recall		\$45.96
PO#:	Voucher #:	77327	Credit	Invoice No: 5980481	11/26/2025	Paid Amt: (\$45.96)
			E 02 005 770 000 705 490	Breakfast		\$597.07
			E 02 005 770 000 701 490	Lunch		\$338.44
			E 02 005 770 000 701 401	Supplies		\$52.65
PO#:	Voucher #:	77332	Invoice	Invoice No: 4973196	11/26/2025	Paid Amt: \$988.16
			E 02 005 770 000 701 401	Supplies		\$55.68
PO#:	Voucher #:	77333	Invoice	Invoice No: 4973197	11/26/2025	Paid Amt: \$55.68
			E 02 005 770 000 705 490	Breakfast		\$98.37
			E 02 005 770 000 701 490	Lunch		\$602.56
			E 02 005 770 000 701 401	Supplies		\$280.13
PO#:	Voucher #:	77334	Invoice	Invoice No: 5173674	11/26/2025	Paid Amt: \$981.06
						Check Amount: \$1,974.40
chec	108233	6489		VSP INSURANCE CO. (CT)		Check
			B 01 215 032	ER Cafe Plan Payroll Deductions		\$51.38
PO#:	Voucher #:	77352	Invoice	Invoice No: 824063759	11/26/2025	Paid Amt: \$51.38
						Check Amount: \$51.38

ISD#118 Remer-Longville
Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 7/1/2025-11/30/2025 Period: 202605-202605 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
chec	108234	6775		ZACH HOLSMAN		Check
			E 01 310 294 210 000 184	JH FOOTBALL REF		\$45.00
PO#:	Voucher #:	77341	Invoice	Invoice No: 10/9-FB	11/26/2025	Paid Amt: \$45.00
						Check Amount: \$45.00
						Report Total: \$237,843.50

**Northland Community Schools ISD# 118
FY 2026 Through Nov 2025**

EXPENDITURES	Actual 2024-25 Expenses	Adopted Budget 2025-26 Expenses	YTD Nov 2024-2025 Expenses	YTD Nov 2025-2026 Expenses	% of 2024-25 Budget	Nov FY '25 vs Nov FY '26 Difference	% of 2025-26 Budget
Fund							
General Fund (01)	7,319,969	7,718,581	2,351,224	2,328,160	32.1%	(23,064)	30.2%
Administrative & Support Svc	760,790	740,985	330,045	348,413	43.4%	18,368	47.0%
Regular Instruction	3,351,296	3,339,425	1,021,001	928,126	30.5%	(92,876)	27.8%
Vocational Instruction	109,735	114,060	26,937	22,701	24.5%	(4,236)	19.9%
Special Education Inst	1,441,097	1,659,075	336,693	446,049	23.4%	109,355	26.9%
Instructional Support	417,458	387,987	155,473	138,921	37.2%	(16,552)	35.8%
Pupil Support	396,129	387,578	101,624	89,100	25.7%	(12,524)	23.0%
Sites & Buildings	771,036	1,013,471	309,023	279,866	40.1%	(29,157)	27.6%
Fiscal & Other Fixed Costs	72,428	76,000	70,428	74,985	97.2%	4,557	98.7%
Food Service (02)	368,762	412,020	107,534	107,423	29.2%	(111)	26.1%
Transportation (03)	818,925	676,498	284,755	232,718	34.8%	(52,037)	34.4%
Community Service (04)	252,508	299,274	73,964	83,460	29.3%	9,496	27.9%
Capital Outlay (05)	133,308	105,000	49,666	38,437	37.3%	(11,229)	36.6%
Construction (06)	69,779	80,000	52,526	-	75.3%	(52,526)	0.0%
Debt Service (07)	1,760,024	1,761,107	314,774	292,816	17.9%	(21,959)	16.6%
Total	10,723,274	11,052,480	3,234,444	3,083,014	30.2%	(151,430)	27.9%
Total Funds 01, 03 & 05	8,272,201	8,500,079	2,685,645	2,599,315	32.5%	(86,331)	30.6%
REVENUE	Actual 2024-25 Revenue	Budgeted 2025-26 Revenue	YTD Nov 2024-2025 Revenue	YTD Nov 2025-2026 Revenue	% of 2024-25 Budget	Nov FY '25 vs Nov FY '26 Difference	% of 2025-26 Budget
Fund							
General Fund (01)	7,679,805	7,671,754	2,843,654	2,967,787	37.0%	124,133	38.7%
Food Service (02)	330,227	267,700	77,808	78,039	23.6%	231	29.2%
Transportation (03)	315,626	395,891	(5,301)	2,092	-1.7%	7,393	0.5%
Community Service (04)	327,628	282,175	17,718	17,506	5.4%	(212)	6.2%
Capital Outlay (05)	170,556	148,880	-	-	0.0%	-	0.0%
Construction (06)			-	-	#DIV/0!	-	#DIV/0!
Debt Service (07) & (47)	1,763,689	1,796,963	54,924	48,493	3.1%	(6,431)	2.7%
Trust (08) & (25) & (10) & (18)	54	-	27	28	50.2%	0	#DIV/0!
Total	10,587,585	10,563,363	2,988,831	3,113,945	28.2%	125,114	29.5%
Total Funds 01, 03 & 05	8,165,987	8,216,525	2,838,354	2,969,879	34.8%	131,526	36.1%

ISD#118 Remer-Longville

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16512	0118	chec														
2nd Advance																
			23193	Credit	A	11/30/25	11042025	Wire	1	CASS COUNTY AUDITOR						
						0118	R 01 005 000	000 000	001	Taxes					394,955.84	0.00
														Receipt Total:	\$394,955.84	\$0.00
														Deposit Total:	\$394,955.84	\$0.00
16513	0118	chec														
Impact Aid Payment																
			23194	Credit	A	11/30/25	11192025	Wire	1	Miscellaneous Customer						
						0118	R 01 005 000	000 175	506	Impact Aid					43,399.00	0.00
														Receipt Total:	\$43,399.00	\$0.00
														Deposit Total:	\$43,399.00	\$0.00
16514	0118	chec														
Greater Twin city-Pathways I																
			23195	Credit	A	11/30/25	11/13/25	Wire	1	Miscellaneous Customer						
						0118	R 04 500 582	000 338	040	Tuition fm Patrons-Pathways					1,778.82	0.00
														Receipt Total:	\$1,778.82	\$0.00
														Deposit Total:	\$1,778.82	\$0.00
16515	0118	chec														
Online Food Svce Reimbursemer																
			23196	Credit	A	11/30/25	11/2025	Wire	1	Food Service						
						0118	B 02 230 001			Deferred Revenue					187.39	0.00
														Receipt Total:	\$187.39	\$0.00
														Deposit Total:	\$187.39	\$0.00
16517	0118	2														
IDEAS Payment																
			23197	Credit	A	11/30/25	11262025	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000 000	211	Gen Ed/Spar/Pen Adj Aid				304,734.12	0.00	
						0118	R 07 005 000	000 000	234	Hmstd/Ag Market Value Crec				513.74	0.00	
						0118	R 07 005 000	000 000	229	Disparity Reduct Aid				16.17	0.00	
						0118	R 01 005 000	281 000	369	REV FR OTHER STATE AGF				74,924.13	0.00	
						0118	R 07 005 000	000 000	258	Other State Credits				11,721.85	0.00	
														Receipt Total:	\$391,910.01	\$0.00
														Deposit Total:	\$391,910.01	\$0.00

ISD#118 Remer-Longville

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
16518	0118	2														
MEGS Reimbursement			23198	Credit	A	11/30/25	11062025	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	000	401 400	TITLE I					30,368.24	0.00
														Receipt Total:	\$30,368.24	\$0.00
														Deposit Total:	\$30,368.24	\$0.00
16519	0118	2														
MEGS FIN 424			23199	Credit	A	11/30/25	11142025	Wire	1	Minn Dept of ED						
						0118	R 01 005 000	011	424 400	Federal Aids & Grant					1,300.00	0.00
														Receipt Total:	\$1,300.00	\$0.00
16520	0118	2														
Food Service Reimb.			23201	Credit	A	11/30/25	11/2025	Wire	1	Minn Dept of ED						
						0118	R 02 005 770	000	701 472	Spec Asst-Need Ch					21,211.84	0.00
						0118	R 02 005 770	000	701 471	Federal Lunch Aid					2,345.54	0.00
						0118	R 02 005 770	000	705 476	Federal Breakfast					10,942.68	0.00
						0118	R 02 005 770	000	706 471	FRESH FRUIT & VEGGIE					1,664.12	0.00
						0118	R 02 005 770	000	701 300	STATE SCH LUNCH					637.37	0.00
						0118	R 02 005 770	000	703 300	STATE SPECIAL MILK					80.40	0.00
						0118	R 02 005 770	000	701 471	Federal Lunch Aid					458.91	0.00
						0118	R 02 005 770	000	701 472	Spec Asst-Need Ch					22,127.04	0.00
						0118	R 02 005 770	000	701 471	Federal Lunch Aid					478.71	0.00
						0118	R 02 005 770	000	701 471	Federal Lunch Aid					2,446.74	0.00
						0118	R 02 005 770	000	705 476	Federal Breakfast					11,219.04	0.00
						0118	R 02 005 770	000	701 300	STATE SCH LUNCH					664.86	0.00
														Receipt Total:	\$74,277.25	\$0.00
														Deposit Total:	\$74,277.25	\$0.00
														Report Total:	\$947,132.49	\$0.00

Orig. 1995

Adopted: 8/21/97

Revised: 11/17/25

Approved:

417 CHEMICAL USE AND ABUSE

[NOTE: This policy reflects mandatory provisions of state and federal law and is not discretionary.]

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substance, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The school district shall establish a drug-free awareness program for its employees.

III. DEFINITIONS

- A. “Chemical abuse,” as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor’s normal function in academic, school, or social activities is chronically

impaired.

- B. “Controlled substances,” as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes, section 152.02 and “marijuana” as defined in Minnesota Statutes, section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, “controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.
- C. “Drug prevention” means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- D. “Teacher” means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

IV. STUDENTS

A. Districtwide School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.

B. Programs and Activities

1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.
2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team, or staff member assigned duties similar to those of such a team, of this information.
2. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40-121A.56, ~~and proposed for expulsion.~~
3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in Paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Preassessment Team

1. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team designated by the superintendent or designee. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes, section 13.32 and applicable federal law and regulations.

2. Destruction of Records

- a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes, section 138.163 (Preservation and Disposal of Public Records).

F. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

V. EMPLOYEES

- A. The school district shall establish a drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace.
 2. The school district's policy of maintaining a drug-free workplace.
 3. Available drug counseling, rehabilitation, and employee assistance programs.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 124D.695 (Approved Recovery Program Funding)
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Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
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Minn. Stat. § 299A.33 (DARE Program)
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)
20 U.S.C. § 5812 (National Education Goals)
20 U.S.C. § 7175 (Local Activities)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug, ~~and~~ Alcohol, and Cannabis Testing)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
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MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

Orig. 1995

Adopted: 8/21/97

Revised: 11/17/25

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3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in Paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Preassessment Team

1. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team designated by the superintendent or designee. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff. For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
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- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes, section 138.163 (Preservation and Disposal of Public Records).

F. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

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- A. The school district shall establish a drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace.
 2. The school district's policy of maintaining a drug-free workplace.
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Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
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Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
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Minn. Stat. § 299A.33 (DARE Program)
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)
20 U.S.C. § 5812 (National Education Goals)
20 U.S.C. § 7175 (Local Activities)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug, ~~and~~ Alcohol, and Cannabis Testing)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
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Orig. 2024

Adopted: 08/21/24

Revised: 11/2024, 11/17/25

Approved: 08/21/2024, 12/18/24, 12/10/25

507.5 SCHOOL RESOURCE OFFICERS

[NOTE: The provisions of this policy substantially reflect statutory requirements. School districts utilizing school resource officers may choose to adopt this policy.]

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

- A. “School” means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. “School resource officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

- A. A school resource officer’s contractual duties with the school district shall include:
 - 1. fostering a positive school climate through relationship building and open communication;
 - 2. protecting students, staff, and visitors to the school grounds from criminal activity;
 - 3. serving as a liaison from law enforcement to school officials;
 - 4. providing advice on safety drills;

5. identifying vulnerabilities in school facilities and safety protocols;
 6. educating and advising students and staff on law enforcement topics; and,
 7. enforcement of criminal laws.
- B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in Paragraph IV.A.
- C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

- A. Except as provided for in Paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.
- B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under Paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.
- D. An officer who is serving as a substitute school resource officer for fewer than sixty (60) student contact days within a school year is not obligated to complete the required training

or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

- E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

Legal References: Minn. Stat. § 120A.05, subs. 9, 11, and 13 (Definitions)
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
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 506 (Student Discipline)

Resources: [MN House of Representatives: School Resource Officers \(accessed 10/02/25\)](#)
[MN Department of Public Safety: School Resource Officer Training \(accessed 10/02/25\)](#)
[MN Department of Public Safety: FAQs for Mandated School Resource Officer \(SRO\) Requirements \(accessed 10/02/25\)](#)
[U.S. Department of Education: FAQs on Photos and Videos under FERPA \(accessed 10/02/25\)](#)
[U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act \(FERPA\) \(accessed 10/02/25\)](#)
[U.S. Department of Education: Does FERPA distinguish between School Resource Officers \(SROs\) and other local police officers who work in a school? \(accessed 10/02/25\)](#)

Orig. 1995

Adopted: 9/15/97

Revised: 10/25

Approved:

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

Legal References: [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.15 (Gifted and Talented Students Program)

Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

[Minn. Stat. § 124D.02 \(School Board Powers; Enrollment\)](#)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
[MSBA/MASA Model Policy 617 \(School District Ensurance of Preparatory and High School Standards\)](#)
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
 MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 519

Orig. 1995

Revised: _____

Rev. 2025

519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes, chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours or at any facility or other place where the alleged victim or other children might be found or the child may be transported to, and the interview may be conducted at a place appropriate for the interview of a child designated by the local welfare agency or law enforcement agency. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender.

[NOTE: This added language is in Minnesota Statutes, section 260E.22, subdivision 2.]

- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes, chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property ~~prior to~~before the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. ~~Where For an~~the interviews ~~are~~ conducted by the local welfare agency, the notification ~~must~~shall be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than twenty-four (24) hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Orig. 1995

Revised: 11/17/25

Approved:

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- K. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:
 - 1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

[Note: Definitions B, E, G, and I are added to Minnesota Statutes 120B.11—the Comprehensive Achievement and Civic Readiness law—effective August 1, 2023. The definitions apply to revisions to the Comprehensive Achievement

and Civic Readiness law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.”]

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to comprehensive achievement and civic readiness~~the world’s best workforce~~;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students’ access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
 - 7. an annual budget for continuing to implement the school district plan; and
 - 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to the school district's Literacy and the Read Act Policy.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
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 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

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

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

Orig. 1996

Adopted: 12/3/97

Reviewed: 10/27/23

Revised: 11/17/25

Approved:

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.

B. The policy of the school district is to fully comply with 20 United States Code, section 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

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

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

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

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

- A. The policy will describe the means by which each school with a Title I program will:

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

an on-going basis through the use of:

- a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school

choose to:

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

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

Cross References: None

Resources: ***U.S. Department of Education: Parent and Family Engagement Non-Regulatory Guidance (January 2025)***

Adopted: _____

MSBA/MASA Model Policy
616

Orig. 1997

Revised: _____

Rev. 2025

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[NOTE: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.
- B. "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.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under the Curriculum Development Policy is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum

Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

See Local Cycle Appendix A

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations ~~and the site has not made adequate yearly progress for two consecutive school years~~, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [August 1st] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [**such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.**], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
5. The District Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the

instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

Evaluation of Student Progress Committee

A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]

E. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY Appendix A

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Year 1	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art	Math	Science and Industrial Tech
Year 2	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art	Math
Year 3	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE	Music and Art
Year 4	Health and PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts	Health and PE
Year 5	Language Arts	Health/PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning	Language Arts
Year 6	Social Studies and Social Emotional Learning	Language Arts	Health/PE	Music and Art	Math	Science and Industrial Tech	Social Studies and Social Emotional Learning

KEY:

Year 1 – Preparation (meetings bi-weekly)

Year 2 - Implementation and fiscal purchasing year (meetings monthly)

Year 3 - Pacing check and assessment development (meetings quarterly)

Year 4-5 – Monitor Year 6 – Evaluate (meetings twice a year)

Year 1	Year 2	Year 3	Year 4-5	Year 6
<p>Conduct Research</p> <p>Examine and review state and national standards</p> <p>Research trends and shifts in emphasis among the standards</p> <p>Analyze results of data and current levels of achievement</p> <p>Guiding Change Framework</p> <p>Determine current reality</p> <p>Discuss parameters and unacceptable means related to curriculum and program development</p> <p>Determine desired results</p> <p>Determine Criteria</p> <p>Determine program goals and criteria for the selection of instructional resources</p> <p>Establish broad units of study</p> <p>Identify priority standards</p> <p>Resource and Material Evaluation</p> <p>Evaluate existing resources</p> <p>Identify potential new resources (if necessary) and vet through research and vendor presentations</p> <p>Curriculum Approval</p> <p>Advisory Committee</p> <p>Board of Education</p>	<p>Purchase (July 1)</p> <p>Curriculum Development</p> <p>Review priority standards and broad units of study</p> <p>Develop/Revise Learning Targets</p> <p>Identify key vocabulary</p> <p>Map units of study</p> <p>Develop pacing guides</p> <p>Update course descriptions and syllabi</p> <p>Professional Development</p> <p>Provide professional development for program implementation</p>	<p>Assessment Development</p> <p>Working from priority standards and learning targets, align instructional activities and assessments</p> <p>Review/refine pacing guides</p> <p>Develop formative assessment strategies (assessment for learning)</p> <p>Develop common summative assessments (assessment of learning) and align rubrics or learning scales</p> <p>Establish common grading criteria for processes and products that inform the report card</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Share new learning and new instructional strategies</p>	<p>Monitor</p> <p>Gather feedback from teachers in the department</p> <p>Attend to vertical and horizontal alignment</p> <p>Provide professional development as needed.</p> <p>Update instructional units and assessments as needed.</p> <p>Consider additional supplemental and differentiated resources.</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Consider opportunities for ongoing professional development through conference or workshop attendance</p> <p>Share new learning and new instructional strategies</p>	<p>Resource and Material Evaluation</p> <p>Evaluate existing resources</p> <p>Gather input from department teachers</p> <p>Professional Development (ongoing throughout cycle)</p> <p>Use PLC time to examine student work</p> <p>Analyze results of data and current levels of achievement</p> <p>Use PLC and curriculum development time to collaborate and make adjustments to curriculum, assessments, and instructional activities</p> <p>Consider opportunities for ongoing professional development through conference or workshop attendance</p> <p>Share new learning and new instructional strategies</p>

Orig. 2023

Adopted: 7/2023

Rev. 10/25

Approved: 12/10/25

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 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 district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "expressive language" or "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "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.
- J. "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.

- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. 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. 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. ~~Starting July 1, 2023, 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:
 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.
- 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.

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)

Cross References: None

Independent School District #118 Policy 709

Orig. 1995

Adopted: 1997

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709 STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first

or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four (4) weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training Required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and
 - (3) electric-assisted bicycle safety, including that a person under the age of fifteen (15) is not allowed to operate an electric-assisted bicycle.
2. Instruction
- a. The school district may provide active transportation safety training through distance learning.
 - b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

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

1. School Bus and Bus Stop Rules

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

2. Rules at the Bus Stop

- a. Get to your bus stop five (5) minutes before your scheduled pick up

time. The school bus driver will not wait for late students.

- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

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

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride

the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (grades K-6)

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

(2) Secondary (grades 7-12)

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

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

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the

nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

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

(5) Vandalism/Bus Damage

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

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in [Paragraphs VII.B. and VII.C.](#), below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in [Paragraph VII.D.](#), below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within thirty (30) days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of fifteen (15) miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within thirty (30) days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in [Subparagraph VII.C.1.g.](#) (i.e., driving while impaired offenses), [VII.C.1.h.](#) (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or [VII.C.1.i.](#) (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten (10) days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

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

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

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

B. Evaluation

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

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

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

[NOTE: The school district may use alternative assessments rather than those

set forth in the *Minnesota Model School Bus Driver Training Program* for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least eight (8) hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the ~~Minnesota Department of Public Safety's~~ *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. 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 must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

c. 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 Department of Public Safety’s 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~~~~their handicapping condition~~ 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~~~~their handicapping condition~~. 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)
 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, ~~and~~ 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)

Principal Update

Date: 12/8/2025 HS Principal Update, Prepared by Mary Yakibchuk, for NCS School Board

- We are set to receive a donation of about 149 “Supply a Student” kits from Kids in Need Foundation. Each kit is a backpack pre-filled with core school supplies like markers, paper, folders, and more!
- Exploring Vape Detector Wands
 - We are able to use these as part of [Policy 502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT’S PERSON](#)
 - We are currently exploring language and procedures that other schools are following, and would in the meantime follow our other search procedures, including having a second adult present
 - Students who refuse to cooperate, or show us what is triggering the wand alert would be sent home on OSS
- Just reached Mid-terms for Q 2, the school atmosphere continues to feel organized, safe and engaging
- Phill Warick from HRS observed our school last month, and the information discovered proved consistent with AVID observations, that teachers are building positive relationships with students, actively supervising, and garnering strong student engagement. Student Groups met with Phil and shared highlights from favorite classes. Many teachers were recognized by students as they shared what they liked most about their favorite classes
- Behaviors are significantly down from this time last year!
- High School Leadership is planning an afternoon of fun for grades 6-12, to include games in the gym, a movie room, work room, gingerbread houses in the commons, and more! It is nice to see students having fun together and making memories. These kinds of experiences may be harder to come by through other modes of education (online, homeschool, etc)
- Proposing an idea to offer various Student Clubs during Religious Release Time for grades 6-12
 - Would take an interest inventory of staff and students to determine which student clubs to offer,
 - ~Once a month, students would be able to choose 2 student clubs (Each club runs about 1 hour)
 - Student Leadership, Senior Class Advisory, or other required student meetings could happen during one of these hours
 - Great community building activity, fosters positive relationships and mentor opportunities across grade groups
 - Creates a strong pull/draw for students who need additional connection points with the school
 - Offers ALL students an opportunity to do something of high interest, not just those who have time/transportation after school
 - Currently Exploring funding options, may use the gifted and talented funds, or grant funding
 - May do a trial run sometime this year, to see how it goes, and where we need to problem solve

- Careers Pathways Update:
 - We have a total of 15 students who participated in one or more Career Pathways courses last year, representing:
 - 8-12th graders
 - Construction, Manufacturing, Education, and Healthcare Pathways
 - Exploring ways in which to recognize those students who COMPLETE a pathway upon graduation
 - Exploring additional ways to provide capstone opportunities
 - Internships, employment, individual projects

Posted: 10/22/25

Board Approved:

11/10/2025

Northland Community Schools - INDEPENDENT SCHOOL DISTRICT #118 Remer, Minnesota

<u>Name</u>	<u>District Employment Date</u>	<u>Seniority Years</u>		<u>Name</u>	<u>District Employment Date</u>	<u>Seniority Years</u>
Combined Classifications: Clerical, Instructional and Management, Para II, Health, IE Tutor				Payroll Clerk/Bookkeeper		
Phyllis Wake	September 24, 1992	32		Julie Erpelding	April 5, 2021	4
Carla Hopkins	September 6, 1995	29				
Toni Gross	August 20, 1998	26		Cooks I & II		
Terri Julkowski	September 16, 1999	25		Abriel Tellstrom	October 14, 2020	4
Ruth Wersal	July 20, 2000	24		Theresa Schmitt	March 14, 2025	0
Denise Stefan	November 16, 2000	24		Kitchen Helper		
Jamie Kendall	September 18, 2003	21		Mark Schultenover	July 30, 2024	0
Christine Nihart	September 2, 2009	15		Sara Schmitt (Bender)	April 9, 2025	0
Jenny Swankier	January 24, 2011	14				
Tandy Kibbler	August 11, 2014	10		Custodians		
Cindi Troyna	October 5, 2015	9		Trevor Green	July 9, 2024	0
Marla Adcock	December 9, 2015	9		Irving Vilina	Nov. 4, 2024	0
				Jessie Hancock	November 10, 2025	0
Alyie Troyna	March 19, 2018	7		Mechanic		
Angie Surber	September 6, 2022	2		Mark Trimble	January 1, 2023	2
Amber Whitebird	September 19, 2022	2				
				Bus Drivers		
Brittany Frank	January 17, 2024	1		Terri Julkowski	September 16, 1999	25
Molly Slagle	August 26, 2024	0		Larry Morrison	August 20, 2015	9
Jasmine Godwin	September 16, 2024	0		Ken Grabinski	October 1, 2018	6
Sara Post	October 28, 2024	0		Daniel Bye	September 23, 2019	5
Waylon Bastian	August 26, 2025	0		Sarah Dixon	August 7, 2020	4
Erika Snakenberg	August 26, 2025	0		Zeb Hemsworth	August 23, 2024	0
Bruce Schear	September 9, 2025	0		Larry Williamson	March 4, 2025	0
Julie Brierley	October 20, 2025	0		Groundskeeping		
District Computer Technician				Harold Wagenbach	June 17, 2025	0
Lori Sizenbach	September 21, 1995	29				
Secretaries						
Amanda Jones	March 21, 2005	20				
Laura Flood	February 22, 2022	3				

Compliance Report

Jurisdiction: ISD No. 118 - Northland Community
316 Main Street East

Report Year: 2026
Case: 1 - 2025 DATA (Private (Jur Only))

Remer, MN 56672

Contact: Julie Erpelding

Phone: (218) 566-2352

E-Mail: jerpelding@isd118.org

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

I. GENERAL JOB CLASS INFORMATION

	Male Classes	Female Classes	Balanced Classes	All Job Classes
# Job Classes	5	15	2	22
# Employees	6	74	9	89
Avg. Max Monthly Pay per employee	6094.00	5864.45		5831.78

II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 100 *

	Male Classes	Female Classes
a. # At or above Predicted Pay	2	6
b. # Below Predicted Pay	3	9
c. TOTAL	5	15
d. % Below Predicted Pay (b divided by c = d)	60.00	60.00

*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

B. T-test Results

Degrees of Freedom (DF) = 78	Value of T = -0.637
------------------------------	---------------------

a. Avg. diff. in pay from predicted pay for male jobs = -26

b. Avg. diff. in pay from predicted pay for female jobs = 238

III. SALARY RANGE TEST = 98.04 (Result is A divided by B)

A. Avg. # of years to max salary for male jobs = 25.00

B. Avg. # of years to max salary for female jobs = 25.50

IV. EXCEPTIONAL SERVICE PAY TEST = 0.00 (Result is B divided by A)

A. % of male classes receiving ESP = 0.00 *

B. % of female classes receiving ESP = 26.67

*(If 20% or less, test result will be 0.00)

Compliance Report

Jurisdiction: ISD No. 118 - Northland Community
316 Main Street East

Report Year: 2026
Case: 1 - 2025 DATA (Private (Jur Only))

Remer, MN 56672

Contact: Julie Erpelding

Phone: (218) 566-2352

E-Mail: jerpelding@isd118.org

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

I. GENERAL JOB CLASS INFORMATION

	Male Classes	Female Classes	Balanced Classes	All Job Classes
# Job Classes	5	15	2	22
# Employees	6	74	9	89
Avg. Max Monthly Pay per employee	6094.00	5864.45		5831.78

II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 100 *

	Male Classes	Female Classes
a. # At or above Predicted Pay	2	6
b. # Below Predicted Pay	3	9
c. TOTAL	5	15
d. % Below Predicted Pay (b divided by c = d)	60.00	60.00

*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

B. T-test Results

Degrees of Freedom (DF) = 78	Value of T = -0.637
------------------------------	---------------------

a. Avg. diff. in pay from predicted pay for male jobs = -26

b. Avg. diff. in pay from predicted pay for female jobs = 238

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IV. EXCEPTIONAL SERVICE PAY TEST = 0.00 (Result is B divided by A)

A. % of male classes receiving ESP = 0.00 *

B. % of female classes receiving ESP = 26.67

*(If 20% or less, test result will be 0.00)

Pay Equity Compliance Summary - ISD No. 118

Report Year: 2026

Data Year: 2025

Jurisdiction: ISD No. 118 – Northland Community Schools

Prepared for: School Board Review

Contact: Julie Erpelding, Bookkeeper

Overview

Minnesota Pay Equity law requires public jurisdictions to ensure that female-dominated job classes are compensated equitably compared to male-dominated job classes of similar value. The submitted pay equity report for ISD No. 118 was evaluated using three required state compliance tests.

All results below reflect the official compliance report from the State of Minnesota Pay Equity Program.

Compliance Test Results

1 Statistical Analysis Test — PASS

- Underpayment Ratio: **100** (Pass threshold ≤ 80 indicates concern)
- T-Test: **-0.637** (Not statistically significant)
- Interpretation: No systemic underpayment of female job classes relative to job evaluation points.

2 Salary Range Test — PASS

- Years to maximum salary: Male **25.0** vs. Female **25.5**
- Compliance Result: **98.04** (Pass threshold ≥ 80)
- Interpretation: Female-dominated positions do not require longer time to reach maximum pay.

3 Exceptional Service Pay Test — PASS

- Male job classes receiving ESP: **0%**
 - Female job classes receiving ESP: **26.67%**
 - Compliance Result: **0.00** (No advantage to male classes)
-

Summary, Certification & Board Action

All compliance tests were passed. Results demonstrate:

- Equitable pay for female-dominated job classes

- Fair advancement schedules for all job categories
- No inequitable distribution of exceptional service pay

ISD No. 118 is in full compliance with Minnesota Pay Equity requirements based on the 2025 reporting data.

This report is provided for **official board approval** and state documentation purposes. No corrective actions are required at this time.

Prepared by:

Julie Erpelding, Bookkeeper

ISD No. 118 – Northland Community Schools

Orig. 1995

Adopted: 7/17/97

Reviewed: 6/22/2016

Revised: 1/30/20, 11/17/25

Approved:

306 ADMINISTRATOR CODE OF ETHICS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The standards of professional conduct are as follows:

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

- K. A school administrator must not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.
- ~~A. An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards:~~
- ~~B. The Educational Administrator:~~
- ~~1. Makes the well-being of students the fundamental value of all decision-making and actions.~~
 - ~~2. Fulfills professional responsibilities with honesty and integrity.~~
 - ~~3. Supports the principle of due process and protects the civil and human rights of all individuals.~~
 - ~~4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.~~
 - ~~5. Implements the school board's policies.~~
 - ~~6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.~~
 - ~~7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.~~
 - ~~8. Accepts academic degrees or professional certification only from duly accredited institutions.~~
 - ~~9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.~~
 - ~~10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.~~
 - ~~11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.~~

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

Cross References: None

Independent School District #118 Policy 614.1

Orig. 5/19/88

Adopted: 12/3/97

Revised: 10/1/20, 12/24

Reviewed: 12/15/2022, 12/20/23, 12/18/24, 12/10/25

614.1 INDIAN POLICIES AND PROCEDURES (IPP's) REGARDING STUDENTS RESIDING ON INDIAN LANDS

Indian Policies and Procedures

ISD# 118 School District

2025-2026 School Year

It is the intent of the ISD# 118 School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the ISD# 118 School District will consult with local Tribes and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually, and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The ISD# 118 School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2026 Impact Aid application.

The ISD# 118 School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2026 Impact Aid application.

Indian Policies and Procedures

The following Indian policies and procedures become effective upon school board approval.

POLICY 1: The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Procedure 1: The LEA will disseminate, as soon as reasonably possible after such information becomes available, but not later than 2 weeks in advance of any meeting, by phone, mail, and email to Indian parents and Tribes a copy of the following documents:

- Impact Aid FY 2026 application;
- Assessment/Evaluation of Equal Participation in all Educational Programs;
- Indian Policies Procedures (IPPs);

- Any Plans for District education programs;
- Other (LEA may specify other documents as a part of your consultation process).

Parents of Indian children, Tribes and the public will be given notice of any and all meetings at least 2 weeks in advance related to the above documents, Including IPPs by phone, mail and email. This will allow parents of Indian children and tribes the time to review and provide comments on all documents and information received.

POLICY (2): The ISD# 118 School District will provide an opportunity for the Leech Lake Band of Ojibwe Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)] As part of requirement, the LEA will-

(i) Notify Tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the Tribe's preference for method of communication, and

(ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of Tribes and parents of Indian children.

Procedure 2:

2.1 The LEA will make the following opportunities available for parents of Indian Children and Tribes to provide input on the educational program and activities:

- The ISD#118 School District will mail and email parents of Indian Children and Tribes a questionnaire requesting their input and recommendations during the ISD #118 quarter one school year and will hold an annual meeting during the ISD #118 school year quarter two, where such commentary may be reviewed by parents of Indian Children and Tribes.

2.2 Indian parents and Tribes will be given notice of any and all meetings by referred questionnaire to be disseminated by phone, mail and email in the ISD #118 quarter two school year.

2.3 The Leech Lake Band of Ojibwe Tribe prefers all communication with the Tribe and the parents of Indian children be disseminated via phone, mail and email.

Once the preferred method of communication has been decided, the Tribe and parents of Indian children's communication method will be used throughout the consultation process. Any changes to the method will happen through additional consultation with Tribes and parents. The LEA will, to the greatest extent possible, take the Tribe's preferred method of communication into consideration for all correspondence with the Tribe and the parents of Indian children.

2.4 If the consultation participation by parents of Indian children and Tribes is low, the ISD#118 School District will re-evaluate its consultation process. Specifically, the ISD#118 School District will take the following measures to improve or enhance participation:

- Consult with parents of Indian children and tribes
- Change communication method
- Change time of meeting

POLICY (3): The ISD#118 School District will, at least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)] As part of this requirement, the LEA will:

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with Tribes and parents of Indian children; and
- (ii) Allow Tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3:

3.1 The ISD# 118 School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

3.2 The ISD# 118 School District shall annually calculate from its records the ratio of Indian children compared to non-Indian children participating in all academic and co-curricular programs.

3.3 The ISD #118 School District will disseminate its assessment of Indian children participation compared to non-Indian children and any other related data with the parents of Indian children and Tribes by phone, mail, and email. This information will be shared at least 1 week in advance of any meeting to discuss the extent to which Indian children participate with non-Indian children.

3.4 Parents of Indian children, Tribes and other interested parties may express their views on participation through the following ways:

- The ISD #118 School District will accept comments, recommendations or feedback on equal participation by the tribe and the parents of Indian children through direct communication with the ISD #118 School District, at all monthly school board meetings or at all quarterly Local Indian Education Committee meetings.

3.5 If it is determined that there are gaps in Indian participation in the educational program or activities, the ISD# 118 School Board in consultation with the Indian Education Committee, Tribes and the parents of Indian children, will modify its education program in such a way as to improve Indian participation.

POLICY (4): The ISD# 118 School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

Procedure 4:

4.1 The ISD #118 School Board Appointed Representative will discuss the content of the IPPs, equal participation, and educational program and activities each year in December Parents of Indian children and Tribes will be notified via phone, mail, and email regarding these meetings and their ability to submit comment.

4.2 The ISD #118 School Board and The Indian Education Committee will evaluate all recommendations for changes to these IPPs.

4.3 The ISD #118 School Board and The Indian Education Committee will decide on all recommended revisions to these IPPs.

4.4 Any changes by the ISD#118 School Board will become effective immediately upon adoption by the ISD #118 School Board.

4.5 The ISD #118 School District will disseminate copies of the revised IPPs to the Tribe and parents of Indian children by mail and email within 30 days of adoption by the ISD #118 School Board.

POLICY (5): The ISD#118 School District will respond at least annually in writing to comments and recommendations made by Tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

POLICY (5): The ISD# 118 School District will respond at least annually in writing to comments and recommendations made by Tribes or parents of Indian children, and disseminate the responses to the Tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

Procedure 5:

5.1 The ISD #118 School District will annually keep track of and assemble all comments and suggestions received through the various consultation processes by digital data tracking and documentation storage.

5.2 The ISD #118 School District will at least annually respond in writing to comments and recommendations made by Tribes, or parents of Indian children, and disseminate the responses to all parties by phone, mail and email prior to the submission of the IPPs by the ISD #118 School District.

POLICY (6): The ISD# 118 School District will provide a copy of the IPPs annually to the affected Tribe or Tribes. [34CR F222.94 (a)(6)]

Procedure 6

6.1 The ISD#118 School District will annually provide a copy of the current Indian Policies and Procedures to the Leech Lake Band of Ojibwe tribe (s) by mail and email prior to submitting the Impact Aid Application.

Board Approval Date: DECEMBER 10, 2025

Signature

Date

Orig. 1996

Adopted: 3/15/01

Reviewed: 3/12/19

Revised: 10/22/13, 11/17/25

Approved:

712 VIDEO SURVEILLANCERECORDING OTHER THAN ON BUSES

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district buildings and grounds may be equipped with video cameras.
2. Video surveillancerecording may occur in any school district building or on any school district property.
3. Video surveillancerecording will normally not be used in bathrooms or locker rooms, although these areas may be monitored~~placed under surveillance~~ by individuals of the same sex as the occupants of the bathrooms or locker rooms. ~~Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.~~

B. Use of Video Recordings

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

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

C. Security and Maintenance

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

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
[Minn. Stat. § 121A.585 \(Notice of Recording Device\)](#)
Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References:

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

Resources:

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

722

Orig. 2017

Adopted: 01/14/19

Revised: 2022, 1/22/25

Approved: 2/12/25

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. Confidential Data on Individuals

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

B. Data on Individuals

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

C. Data Practices Compliance Officer

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

D. Government Data

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

E. Individual

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

F. Inspection

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

G. Not Public Data

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

H. Nonpublic Data

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

I. Private Data on Individuals

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

J. Protected Nonpublic Data

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

K. Public Data

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

L. Public Data Not on Individuals

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

M. Public Data on Individuals

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

N. Responsible Authority

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

O. Summary Data

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

IV. REQUESTS FOR PUBLIC DATA

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

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

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the

data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

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

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration (“Commissioner”) shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's of administration's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

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

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

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

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

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

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

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

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

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

IX. 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:

Superintendent
Northland Community Schools ISD #118
218-566-2351
ncs@isd118.org

Data Practices Compliance Official:

Superintendent
Northland Community Schools ISD #118
218-566-2351
ncs@isd118.org

Data Practices Designee(s):

Executive Secretary
Northland Community Schools ISD #118
218-566-2351
ncs@isd118.org

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](#)

Contract for Meal Service

between

Northland Community Schools ISD #118 and Northland Area Family Service Center

Purpose: This agreement outlines the terms under which Northland Community Schools will provide meals to the Northland Area Family Service Center.

1. **Meal Provision:** Northland Community Schools will provide breakfast and lunch meals for participants at the Northland Area Family Service Center.
2. **Meal Rates:** Breakfast: \$1.00 per meal Lunch: \$2.90 per meal
3. **Billing and Payment:** Northland Community Schools will issue invoices monthly based on number of meals served. Payment is due within 30 days of receipt of invoice.
4. **Term of Agreement:** This agreement will begin upon execution and remain in effect until June 30, 2026, unless amended or terminated in writing by mutual consent.
5. **Compliance:** All meal service will comply with applicable state and federal regulations, including USDA meal pattern requirements if applicable.

The signatures on this contract represent the entire understanding between the parties.

For Northland Community Schools (ISD 118)

Mark Morrison, Superintendent

Date

For Northland Area Family Service Center

(Signature of Responsible Authority)

Date

ISD #118 Northland Community Schools

Truth In Taxation

Payable 2026 Levy and Fiscal Year 2026 Budget

December 10, 2025

Truth In Taxation

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- County
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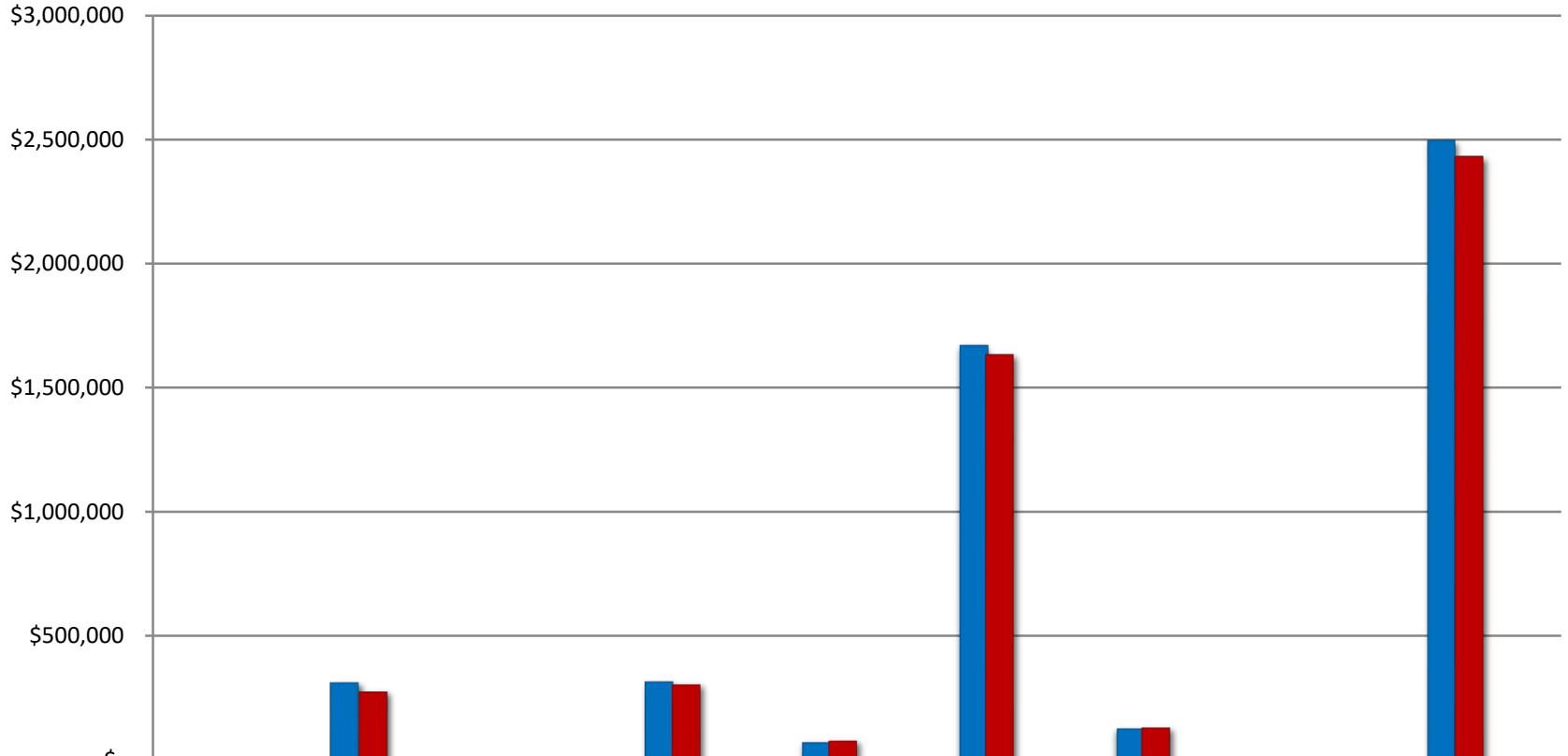
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Certified in 2025 PAY 2026 for FY 2027

Northland Community Schools

ISD #118

Levy Comparison by Levy Category



	General - RMV Voter	General - RMV Other	General NTC Voter	General NTC Other	Community Service	Debt Serv. Voter	Debt Serv. Other	OPEB Bonding	Total Levy
■ Pay25 Levy	\$-	\$311,787.17	\$-	\$315,495.30	\$71,049.24	\$1,669,488.05	\$127,474.51	\$-	\$2,495,294.27
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Change Pay25 to Pay26	\$-	\$(34,129.49)	\$-	\$(8,810.55)	\$7,895.77	\$(34,761.65)	\$4,515.70	\$-	\$(65,290.22)
Percent Change	0.00%	-10.95%	0.00%	-2.79%	11.11%	-2.08%	3.54%	0.00%	-2.62%

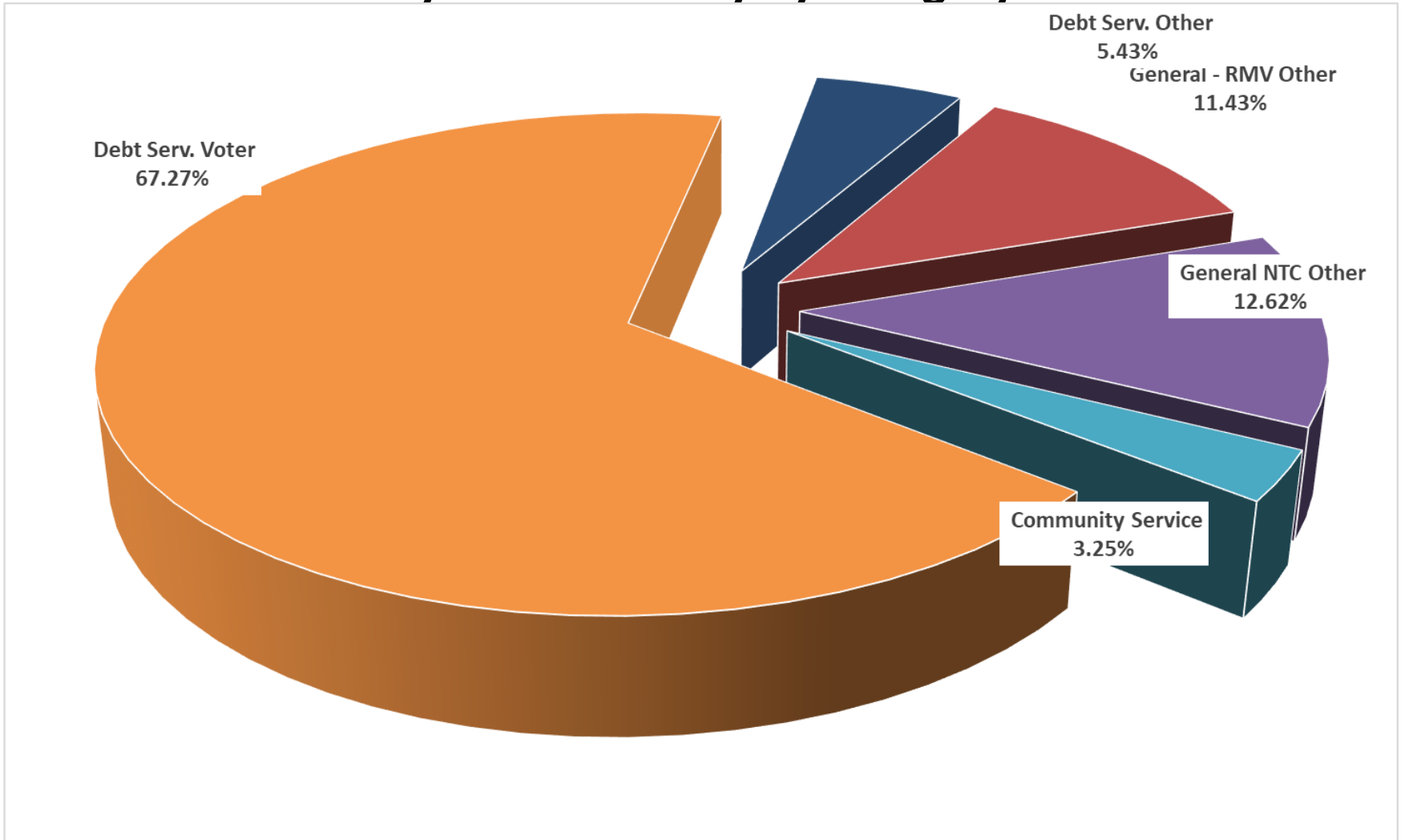
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- **Community Service** – based on county population and paid by Homestead, Commercial, Agricultural and Apartment buildings
- **Debt Service** – both Voter & Other are paid by all property owners including seasonal/recreational. Includes capital facilities, abatement bonds and alternative facilities

Northland Community Schools

ISD #118

Payable 2026 Levy by Category



Northland Community Schools

Proposed Property Tax Levy Summary by Fund

	Final Pay 2025	Proposed Pay 2026	\$ Change	% Change
General Fund (Fund 1)				
Operating Referendum	-	-	-	0.0%
Local Optional	253,400	251,518	(1,882)	-0.7%
Equity	58,625	58,190	(436)	-0.7%
Capital Projects Referendum	-	-	-	0.0%
Operating Capital	75,373	75,035	(338)	-0.4%
Achievement and Integration	17,889	17,054	(835)	-4.7%
Reemployment Insurance	-	8,000	8,000	-
Safe Schools	12,600	12,506	(94)	-0.7%
Career & Technical	22,490	22,490	-	0.0%
Long Term Facilities Maintenance	75,065	69,748	(5,317)	-7.1%
Building/Land Lease	96,950	96,230	(720)	-0.7%
Tree Growth	4,673	4,673	-	0.0%
<i>Adjustments and Abatements</i>	<i>10,218</i>	<i>(31,100)</i>	<i>(41,318)</i>	<i>-</i>
General Fund Total Levy	627,282	584,342	(42,940)	-6.8%
Community Service (Fund 4)				
Basic Community Education	42,007	42,007	-	0.0%
Early Childhood Education	29,306	29,241	(64)	-0.2%
Home Visiting	525	495	(30)	-5.7%
School-age Care	-	8,000	8,000	-
<i>Adjustments and Abatements</i>	<i>(788)</i>	<i>(798)</i>	<i>(10)</i>	<i>-</i>
Community Service Fund Total Levy	71,049	78,945	7,896	11.1%
Debt Service Fund (Fund 7)				
Voter Approved Debt Service	1,717,508	1,719,608	2,100	0.1%
Non-Voter Approved Debt Service	131,156	138,874	7,718	5.9%
<i>Adjustments and Abatements</i>	<i>(51,701)</i>	<i>(91,765)</i>	<i>(40,064)</i>	<i>-</i>
Debt Service Fund Total Levy	1,796,963	1,766,717	(30,246)	-1.7%
Total Property Tax Levy All Funds	2,495,294	2,430,004	(65,290)	-2.62%

Long-Term Debt

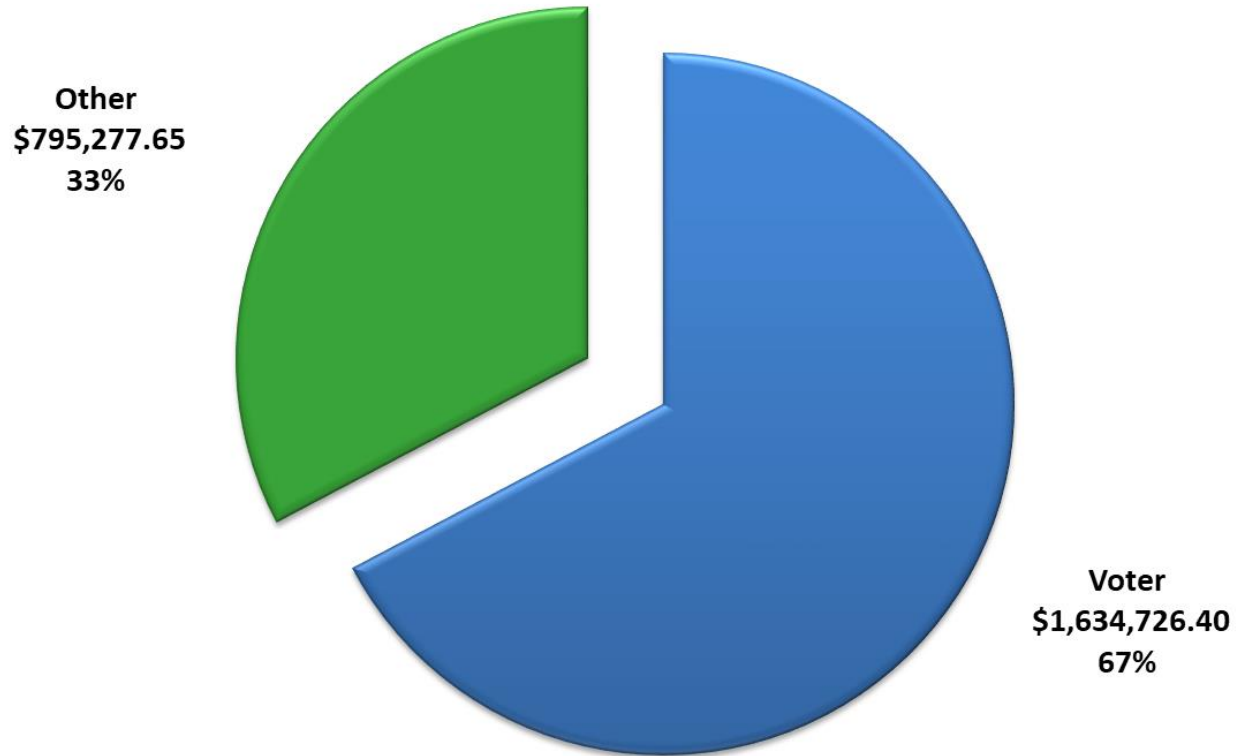
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G.O. School Bldg Bonds, Series 2016A	\$18,870,000.00	\$1,035,000.00	\$602,121.26	\$17,835,000.00
GO. Facilities Maintenance and Tax Abatement Bonds, Series 2022	\$1,035,000.00	\$95,000.00	\$27,427.50	\$940,000.00
	\$19,905,000.00	\$1,130,000.00	\$629,548.76	\$18,775,000.00

	G.O. School Bldg Bonds, Series 2016A			G.O. Facilities Maintenance and Tax Abatement Bonds, Series 2022A		
	Principal	Interest	Total	Principal	Interest	Total
2024	985,000	651,371	1,636,371	90,000	29,813	119,813
2025	1,035,000	602,121	1,637,121	95,000	27,428	122,428
2026	1,075,000	560,721	1,635,721	100,000	24,910	124,910
2027	1,120,000	517,721	1,637,721	110,000	22,260	132,260
2028-2032	6,125,000	2,064,056	8,189,056	595,000	65,853	660,853
2033-2037	7,110,000	1,071,700	8,181,700	135,000	7,155	142,155
2038-2039	2,405,000	105,625	2,510,625			
	20,795,000	6,271,688	27,066,688	1,150,000	199,343	1,349,343

Northland Community Schools

ISD #118

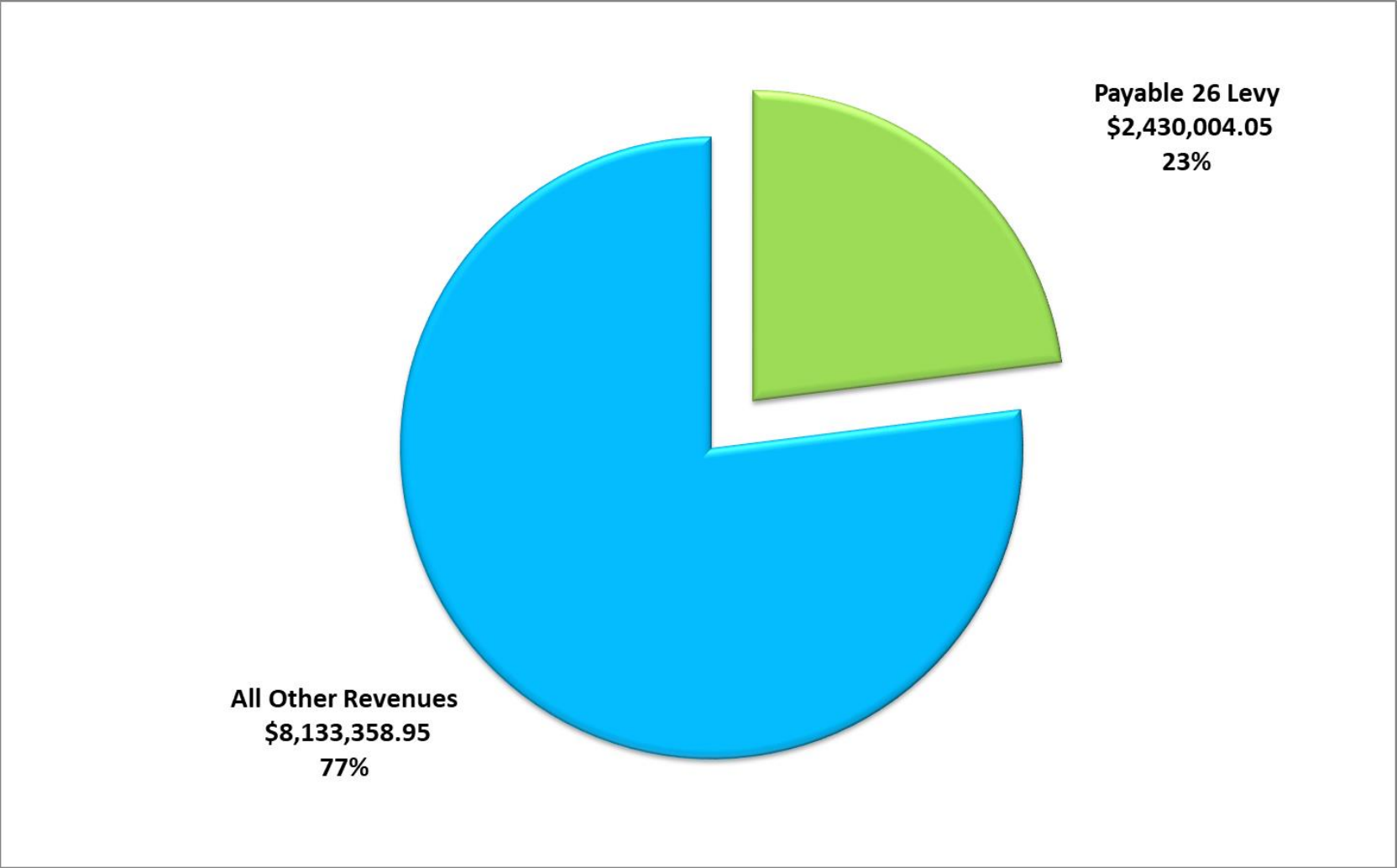
Payable 2026 Levy by Voter Approved or Other



Northland Community Schools

ISD #118

Payable 2026 Levy as a Component of Revenue Budget



Northland Community Schools

ISD #118

2025-26 Budget

Fund	REVENUE	EXPENSE	Projected Surplus/(Deficit)
01 General Fund	\$ 7,671,754.00	\$ 7,718,581.00	\$ (46,827.00)
02 Food Service Fund	\$ 267,700.00	\$ 412,020.00	\$ (144,320.00)
03 Transportation Fund	\$ 395,891.00	\$ 676,498.00	\$ (280,607.00)
04 Community Service Fund	\$ 282,175.00	\$ 299,274.00	\$ (17,099.00)
05 Capital Expenditure Fund	\$ 148,880.00	\$ 105,000.00	\$ 43,880.00
06 Building Construction Fund	\$ -	\$ 80,000.00	\$ (80,000.00)
07 Debt Redemption Fund	\$ 1,796,963.00	\$ 1,761,107.00	\$ 35,856.00
Total All Funds:	\$ 10,563,363.00	\$ 11,052,480.00	\$ (489,117.00)

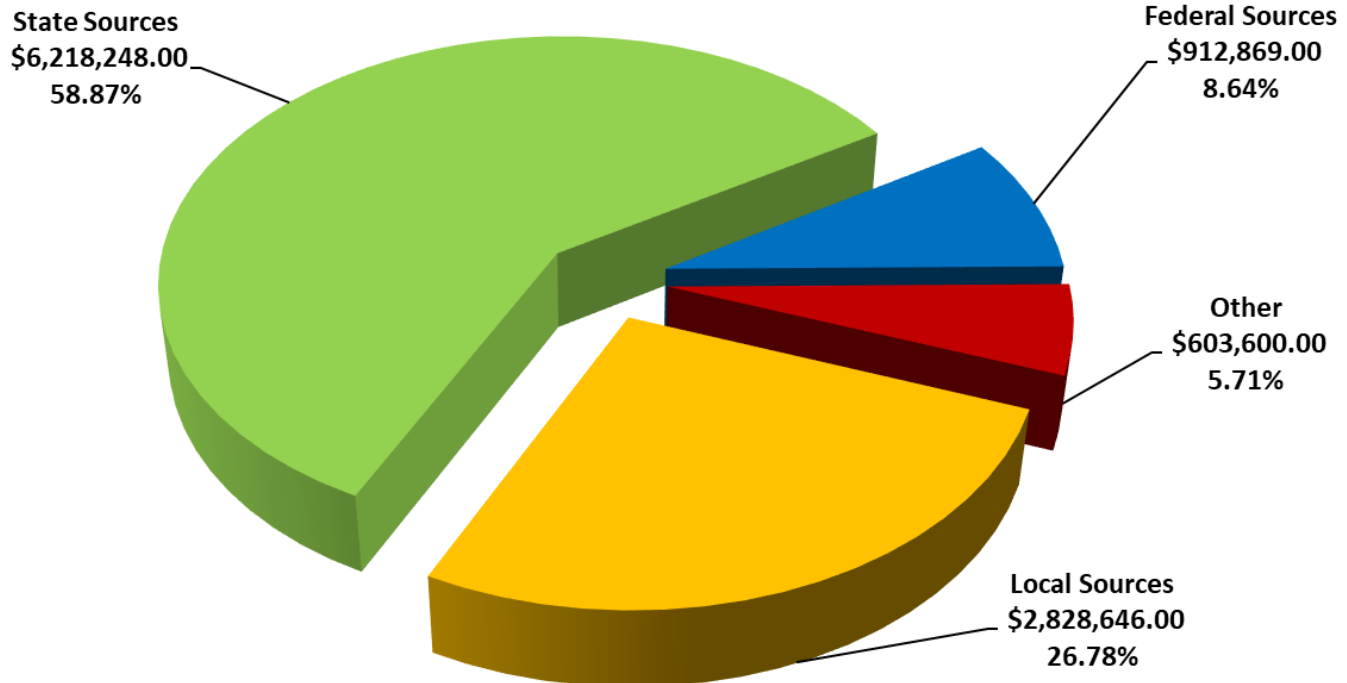
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Northland Community Schools

ISD #118

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Local Sources	2,828,646.00	26.78%
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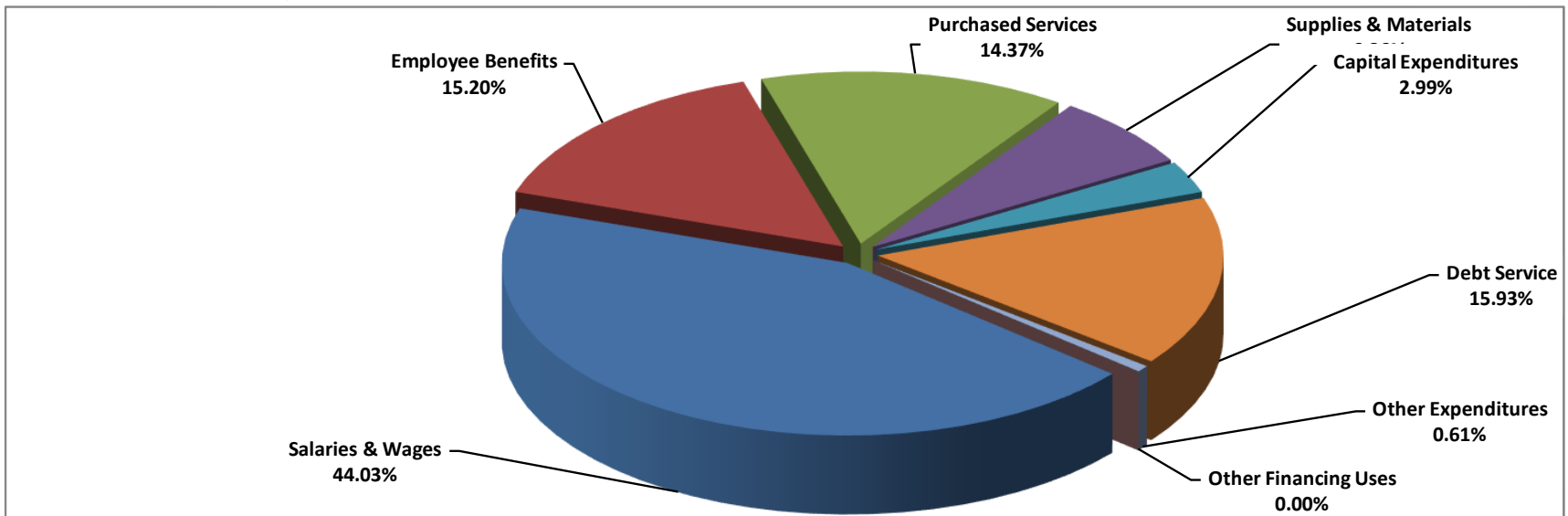


Northland Community Schools

ISD #118

2025-26 Expense by Area

		% of Total Budget All Funds
Salaries & Wages	4,866,636.00	44.03%
Employee Benefits	1,679,451.00	15.20%
Purchased Services	1,588,461.00	14.37%
Supplies & Materials	758,741.00	6.86%
Capital Expenditures	330,579.00	2.99%
Debt Service	1,761,107.00	15.93%
Other Expenditures	67,505.00	0.61%
Other Financing Uses	-	0.00%
Total Expenses All Funds	11,052,480.00	



Recommended Levy
Certification Amount
\$2,430,004.05

Any questions?

ISD #118 Northland Community Schools

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Payable 2026 Levy and Fiscal Year 2026 Budget

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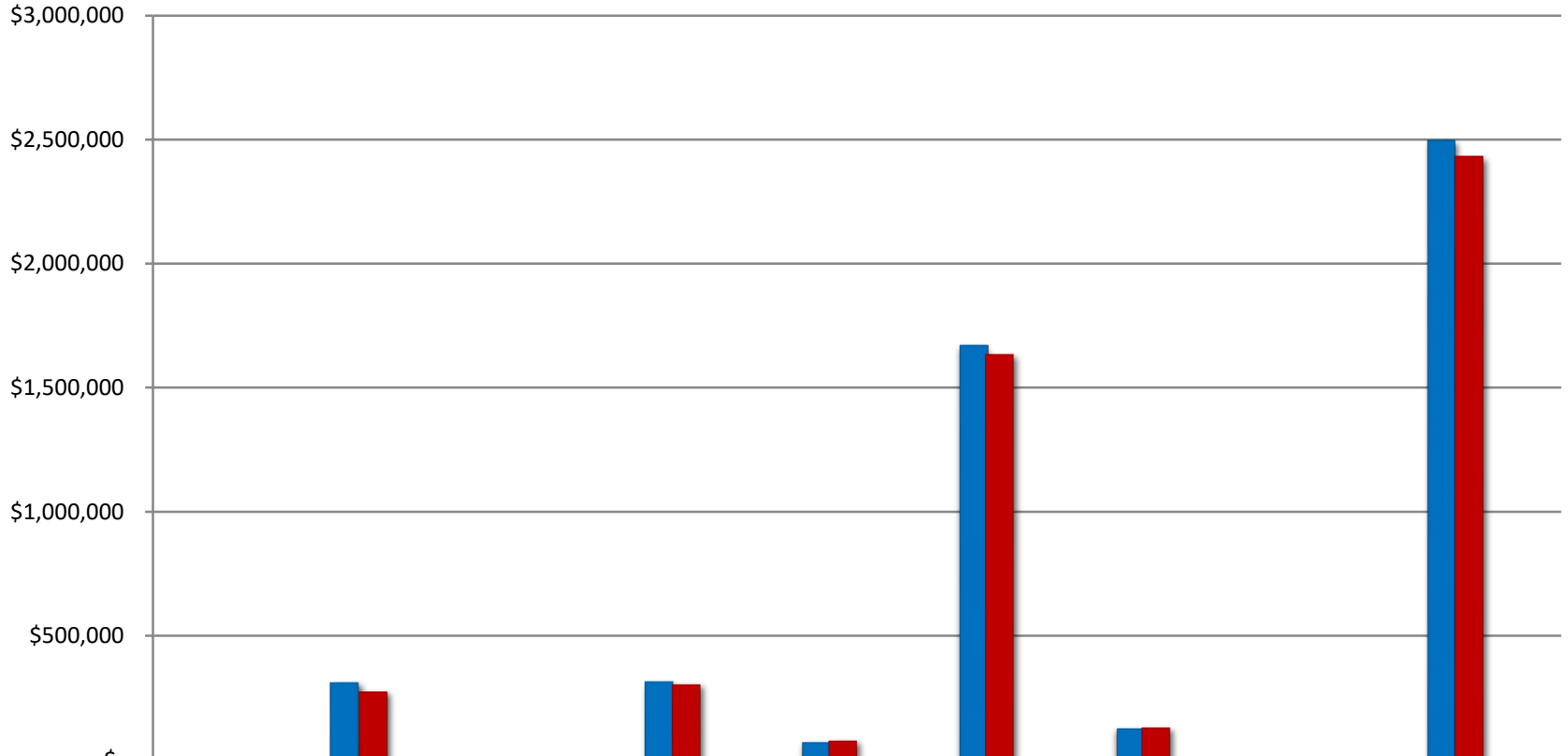
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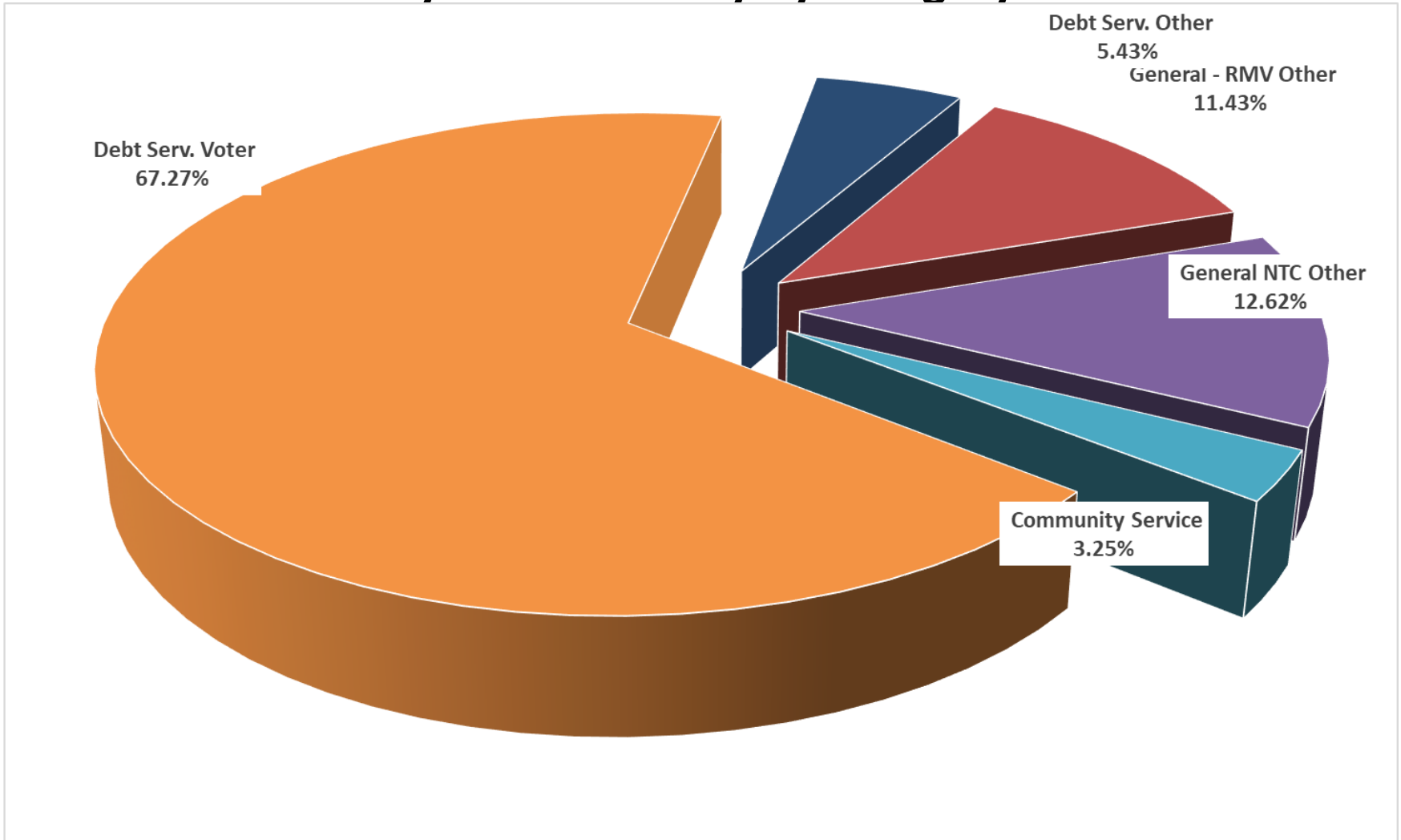
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Northland Community Schools

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Northland Community Schools

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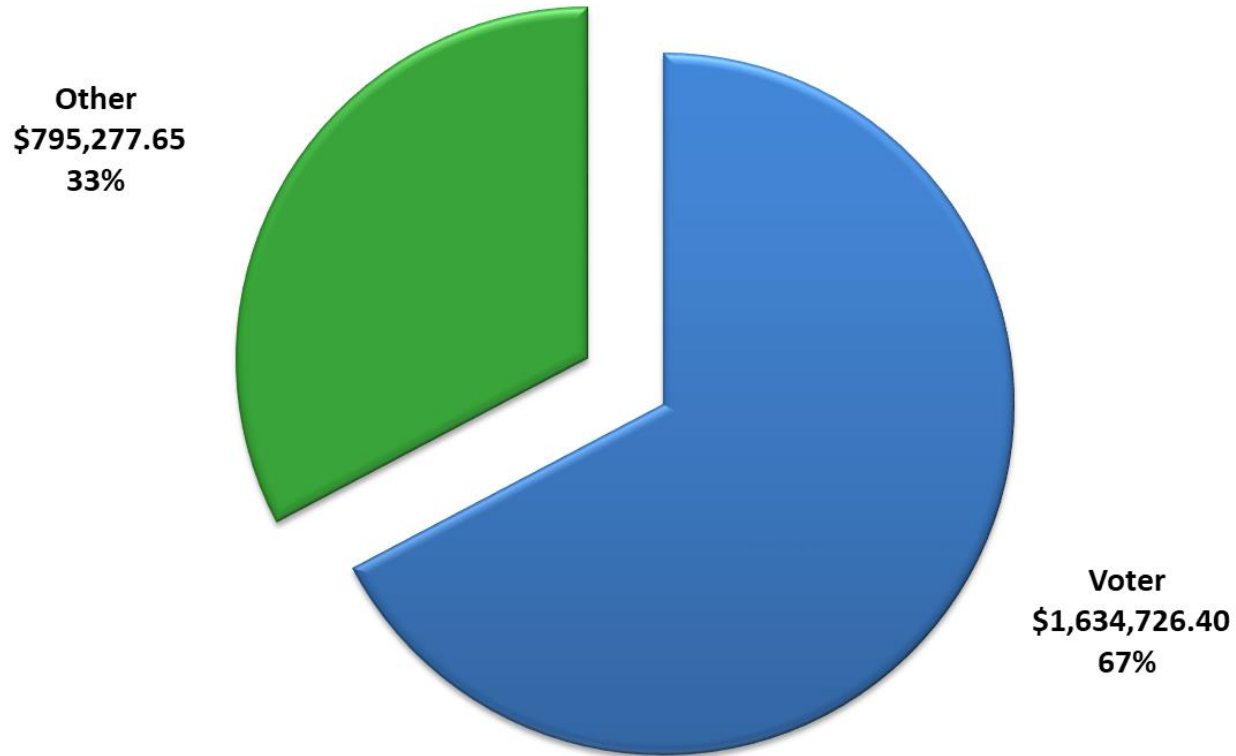
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Northland Community Schools

ISD #118

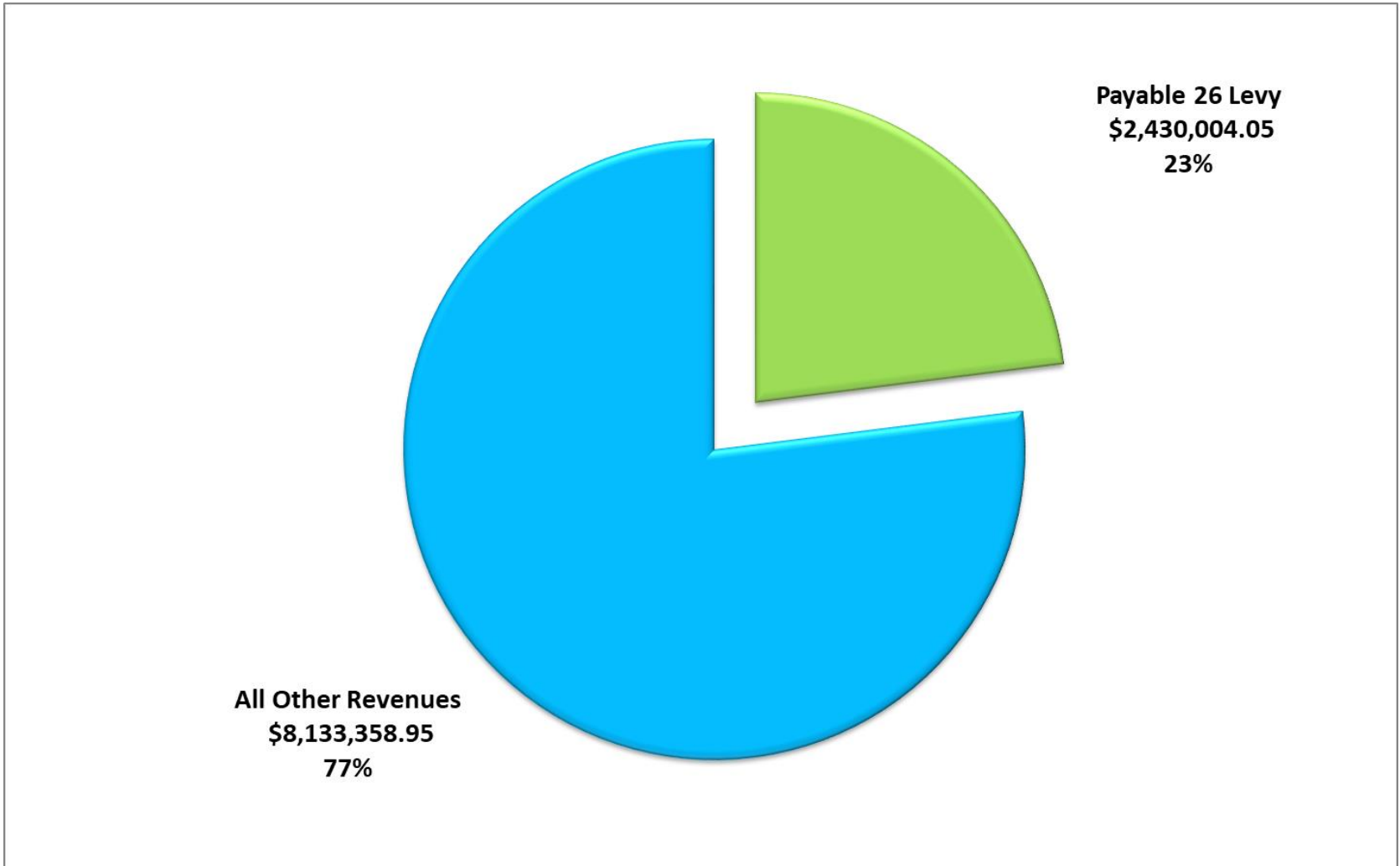
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Northland Community Schools

ISD #118

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Northland Community Schools

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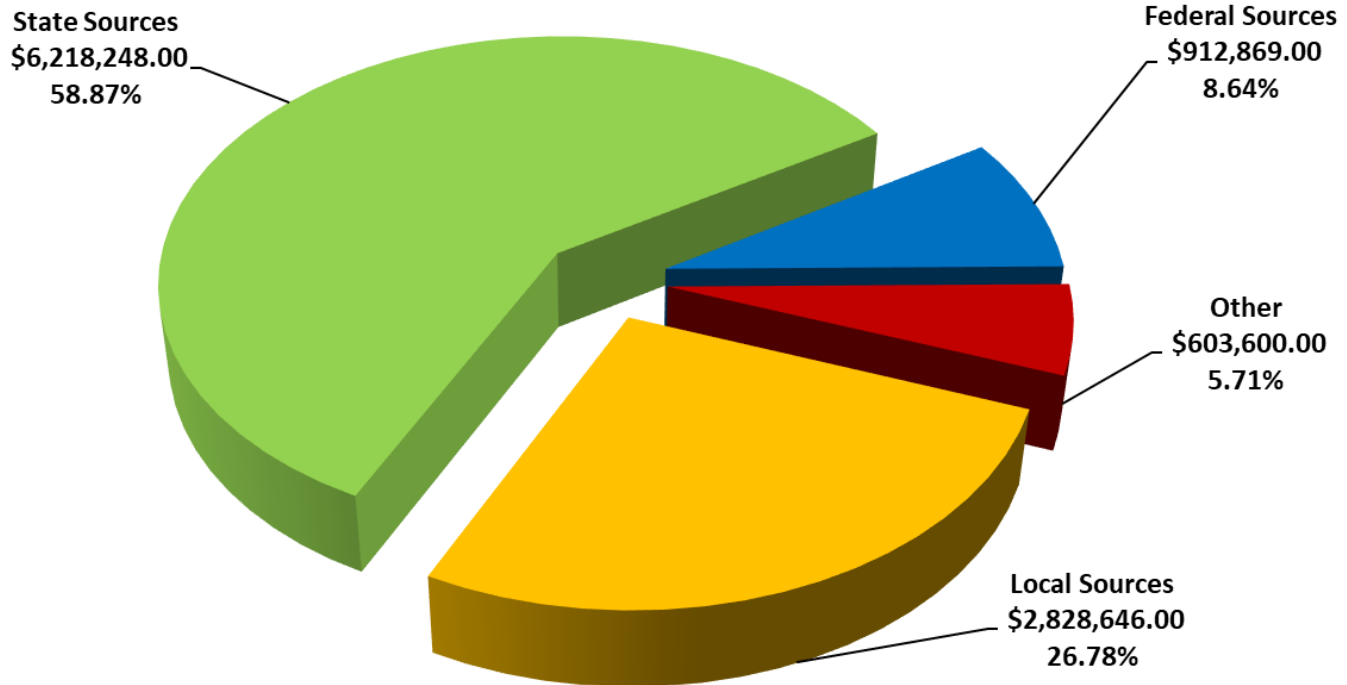
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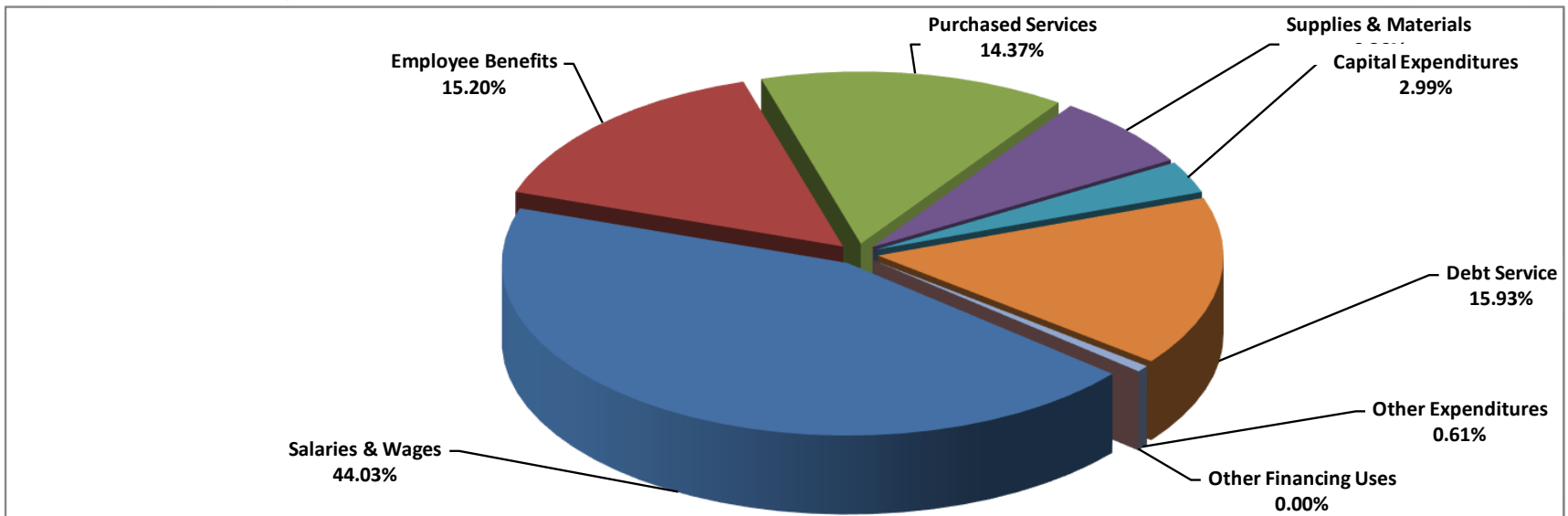


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Purchased Services	1,588,461.00	14.37%
Supplies & Materials	758,741.00	6.86%
Capital Expenditures	330,579.00	2.99%
Debt Service	1,761,107.00	15.93%
Other Expenditures	67,505.00	0.61%
Other Financing Uses	-	0.00%
Total Expenses All Funds	11,052,480.00	



Recommended Levy
Certification Amount
\$2,430,004.05

Any questions?