



Independent School District #146
Regular School Board Meeting
7:00 PM on April 15, 2024
Barnesville High School
302 3rd Street South
Barnesville, MN 56514

1. Call to Order

Called meeting to order at 7:00 PM

2. Roll Call

Dr. Jon Ellerbusch - Superintendent

Mr. Bryan Strand - HS Principal - Absent

Mr. Todd Henrickson - Elementary Principal - Absent

Mr. Aaron Schindler - Director of Student Activities and Community Education Coordinator

Ms. Jodi Samuelson - Finance Officer - Absent

Guests present: Ley Bouchard, Scott Masten, Rachel Green, Erin Ellingson, Tracy Hinsz

3. Pledge of Allegiance

4. Approval of Agenda

5. Approval of Minutes

Regular School Board Meeting
Monday, March 18, 2024 7:00 PM Central

Performing Arts Center (PAC)
302 3rd Street South
Barnesville, MN 56514

Dion Bredman: Present
Marla Field: Present
Crystal Henderson: Present
David Herbranson: Absent
Ryan Lindbom: Present
Andrew Maier: Present
Jacob Thompson: Present
Present: 6, Absent: 1.

Dr. Jon Ellerbusch - Superintendent
Mr. Bryan Strand - HS Principal
Mr. Todd Henrickson - Elementary Principal
Mr. Aaron Schindler - Director of Student Activities and Community Education Coordinator
Ms. Jodi Samuelson - Finance Officer

Guests present: Ley Bouchard, Rachel Green, Britta Teeples, Cindy Zander, Chris Messer, Tori Olson, Megan Martin, Sarah Poepping, Greg Poepping, Cary Zepper, Sarah Altmann, Shari Grabow, Samantha Borcharding, Sandy Meyer, Kelly Foss, Sarah Larson, Duane Duval, Susan Vuval, Stephanie Anderson, Cameron Anderson, and Carrie Jenkins

1. Call to Order
Called meeting to order at 7:00 PM

2. Roll Call

3. Pledge of Allegiance

4. Approval of Agenda
Vote to approve the agenda as presented/amended. This motion, made by Andrew Maier and seconded by Marla Field, Passed.
David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

5. Approval of Minutes
Vote to approve the minutes of the regular school board meeting on February 26, 2024 as presented/amended. This motion, made by Dion Bredman and seconded by Crystal Henderson, Passed.
David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

6. Claims, Accounts and Financial

Vote to approve claims, wires and all other financial reports as presented. This motion, made by Dion Bredman and seconded by Marla Field, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

7. Appreciation, Recognition and Presentations

8. Recognition of Citizens for Input Purposes
None

9. Reports/News

9.A. High School Principal's Report

9.B. Elementary Principal's Report

9.C. Director of Student Activities and Community Education Coordinator's Report

9.D. Superintendent's Report

9.E. Board Committee Reports

10. Removal of Consent Items for Discussion

11. Approval of Consent Items

Vote to approve the consent agenda items as presented/amended. This motion, made by Dion Bredman and seconded by Ryan Lindbom, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

11.A. Personnel

11.A.1) Julie Boom as Youth Softball Head Coach for Summer 2024

11.A.2) Phil Trowbridge as Youth Baseball Head Coach for Summer 2024

11.A.3) Phil Trowbridge as JV/Assistant Baseball Coach for 2024 Spring Season

11.B. Donations

11.B.1) \$100 Donation from Barnesville PTO for Community Education Scholarships

11.B.2) \$374.25 Donation from Barnesville PTO for Kindergarten Field Trip Pumpkin Patch

11.B.3) \$100 Donation from Kyle Van Dyke - Valley Educators Insurance Services for Summer Field Trips

11.B.4) \$300 Donation from Austin, Bill and Elaine for FFA Auxiliary

11.B.5) \$90 Donation from Literary League of Barnesville for High School Library

11.B.6) \$50 Donation from True Wellness Chiropractic & Acupuncture for ECFE/Preschool

11.B.7) \$200 Donation from Willow Creek Insurance Agency for ECFE/Preschool

11.B.8) \$20 Donation from Mark's Barber Shop for ECFE/Preschool

11.B.9) \$200 Donation from Valley Care & Rehab LLC for ECFE/Preschool

11.B.10) \$100 Donation from Amy Caruso for ECFE/Preschool

11.B.11) \$15 Donation from Rachel Green for ECFE/Preschool

11.B.12) \$100 Donation from Cassie's Loving Childcare for ECFE/Preschool

11.B.13) \$70 Donation from KW Drilling for ECFE/Preschool

11.B.14) \$120 Donation from Bryan & Meg Strand for ECFE/Preschool

11.B.15) \$50 Donation from Pederson Sheet Metal & Heating for ECFE/Preschool

11.B.16) \$50 Donation from Cowin's Family for ECFE/Preschool

11.B.17) \$52 Donation from Lori Pearson for ECFE/Preschool

11.B.18) \$50 Donation from Ann and Dean Swanson for ECFE/Preschool

12. New Business

12.A. Budget Savings for Fiscal Year 2025

Vote to approve the list of budget savings ideas for Fiscal Year 2025, as presented/amended. This motion, made by Andrew Maier and seconded by Ryan Lindbom, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea

Yea: 6, Nay: 0, Absent: 1

12.B. iPad Plan for SY2024-25

Vote to approve technology committee's recommendations for iPad Plan in SY2024-25. This motion, made by Jacob Thompson and seconded by Andrew Maier, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea

Yea: 6, Nay: 0, Absent: 1

12.C. Resolution Reducing and Discontinuing Educational Programs and Positions

Dion Bredman introduced the following resolution and moved its adoption: WHEREAS the School Board of Independent District No. 146 adopted a resolution on February 26, 2024 directing the Administration to make recommendations regarding the reduction and/or discontinuance of programs and positions, and WHEREAS, said recommendations have been received and considered by the School Board, BE IT RESOLVED, by the School Board of Independent District No. 146 as follows: That the following programs and positions, or portions thereof, be discontinued: 1. Family and Consumer Science (FACS) 2. Sadie Jo

Rowlett, a Probationary Teacher The motion for the adoption of the preceding resolution was duly seconded by Ryan Lindbom and upon vote being taken thereon, the following voted in favor thereof, Dion Bredman, Marla Field, Crystal Henderson, Ryan Lindbom, Andrew Maier, Jacob Thompson the following voted against the same: None whereupon said resolution was declared duly passed and adopted on March 18, 2024. This motion, made by Dion Bredman and seconded by Ryan Lindbom, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.D. Resolution Nonrenewing Sadie Jo Rowlett, a Probationary Teacher

Andy Maier introduced the following resolution and moved its adoption: WHEREAS, Sadie Jo Rowlett is a probationary teacher in Independent District No. 146. BE IT RESOLVED, by the School Board of Independent District No. 146, that pursuant to Minn. Stat. 122A.40, subd. 51 and the District master agreement, the teaching contract of Sadie Jo Rowlett, a probationary teacher in Independent District No. 146, shall be nonrenewed at the end of the 2023-24 school year effective May 24, 2024. The motion for the adoption of the preceding resolution was duly seconded by Dion Bredman and upon vote being taken thereon, the following voted in favor thereof, Dion Bredman, Marla Field, Crystal Henderson, Ryan Lindbom, Andrew Maier, Jacob Thompson the following voted against the same: None whereupon said resolution was declared duly passed and adopted on March 18, 2024. This motion, made by Andrew Maier and seconded by Dion Bredman, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.E. Resolution Nonrenewing Samantha Ileene Borcharding, a Probationary Teacher

Andy Maier introduced the following resolution and moved its adoption: WHEREAS, Samantha Ileene Borcharding is a probationary teacher in Independent District No. 146. BE IT RESOLVED, by the School Board of Independent District No. 146, that pursuant to Minn. Stat. 122A.40, subd. 51 and the District master agreement, the teaching contract of Samantha Ileene Borcharding, a probationary teacher in Independent District No. 146, shall be nonrenewed at the end of the 2023-24 school year effective May 24, 2024. The motion for the adoption of the preceding resolution was duly seconded by Dion Bredman and upon vote being taken thereon, the following voted in favor thereof, Dion Bredman, Marla Field, Crystal Henderson, Ryan Lindbom, Andrew Maier, Jacob Thompson the following voted against the same: None whereupon said resolution was declared duly passed and adopted on March 18, 2024. This motion, made by Andrew Maier and seconded by Dion Bredman, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.F. Resolution Nonrenewing Kelly Rose Foss, a Tier 1 Teacher

Dion Bredman introduced the following resolution and moved its adoption: WHEREAS, Kelly Rose Foss is a Tier 1 teacher in Independent District No. 146. BE IT RESOLVED, by the School Board of Independent District No. 146, that the teaching contract of Kelly Rose Foss, a Tier 1 teacher in Independent School District No. 146, shall be nonrenewed at the end of the 2023-24 school year, effective May 24, 2024; and BE IT FURTHER RESOLVED, that

written notice be sent to said teacher regarding the nonrenewal of the teacher's teaching contract. The motion for the adoption of the preceding resolution was duly seconded by Crystal Henderson and upon vote being taken thereon, the following voted in favor thereof, Dion Bredman, Marla Field, Crystal Henderson, Ryan Lindbom, Andrew Maier, Jacob Thompson the following voted against the same: None whereupon said resolution was declared duly passed and adopted on March 18, 2024. This motion, made by Dion Bredman and seconded by Crystal Henderson, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.G. Retirement Resignation from Jennifer Gylland

Vote to approve Jennifer Gylland's retirement resignation on May 24, 2024 with appreciation for services rendered. This motion, made by Andrew Maier and seconded by Dion Bredman, Tabled.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.H. Early Retirement Incentive Agreement with Jennifer Gylland

Vote to approve Early Retirement Incentive Agreement with Jennifer Gylland. This motion, made by Andrew Maier and seconded by Dion Bredman, Tabled.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

12.I. Kids Club Summer 2024

Vote to approve operation times, dates, fees and hourly rates for Kids Club Summer 2024. This motion, made by Marla Field and seconded by Jacob Thompson, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

13. Addendum

13.A. 2022 and 2023 Stipends for Trap Shooting Coach

Vote to approve \$1,950 + \$1,950 (total \$3,900) stipends for Corey Stuvland coaching trap shooting in 2022 and 2023. This motion, made by Ryan Lindbom and seconded by Marla Field, Passed.

David Herbranson: Absent, Dion Bredman: Nay, Andrew Maier: Nay, Marla Field: Yea, Crystal Henderson: Yea, Ryan Lindbom: Yea, Jacob Thompson: Yea
Yea: 4, Nay: 2, Absent: 1

Dion Bredman: Nay, Andrew Maier: Nay

13.B. 2024 Stipend for Trap Shooting Coach

Vote to approve the trap shooting coach position as voluntary for the 2024 season. This motion, made by Jacob Thompson and seconded by Andrew Maier, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea,

Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

13.C. 2024 Stipend for Fishing League Coach

Vote to approve the fishing league coach position as voluntary for the 2024 season. This motion, made by Jacob Thompson and seconded by Andrew Maier, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea,
Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

13.D. Bryan Strand as Jr High Golf Coach for Spring 2024

Vote to approve hiring Bryan Strand as Jr High Golf Coach for spring 2024. This motion, made by Dion Bredman and seconded by Andrew Maier, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea,
Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

13.E. Chad Boom as Volunteer Softball Coach for Spring 2024

Vote to approve Chad Boom as Volunteer Softball Coach for Spring 2024. This motion, made by Jacob Thompson and seconded by Dion Bredman, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea,
Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

14. Approval of Policies

Vote to approve School District Policies 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 606, and 606.5. This motion, made by Marla Field and seconded by Crystal Henderson, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea,
Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

15. Second Reading of Policies

16. Discussion/Information

17. Enrollment Update

18. Dates to Remember

18.A. Regular School Board Meeting

18.A.1) Monday, April 15, 2024, 7:00 PM, Barnesville High School

19. Adjournment

Vote to adjourn the meeting at 8:01 PM. This motion, made by Andrew Maier and seconded by Jacob Thompson, Passed.

David Herbranson: Absent, Dion Bredman: Yea, Marla Field: Yea, Crystal Henderson: Yea,
Ryan Lindbom: Yea, Andrew Maier: Yea, Jacob Thompson: Yea
Yea: 6, Nay: 0, Absent: 1

TREASURER'S REPORT

		<u>2023-24</u>	<u>2022-23</u>
Book Balance 3/1/24		\$662,183.89	\$183,351.43
Receipts			
3/1/2024	3,332.49		
3/4/2024	7,900.00		
3/5/2024	2,508.53		
3/6/2024	672.18		
3/7/2024	9,558.19		
3/8/2024	4,480.10		
3/11/2024	7,448.83		
3/12/2024	5,803.27		
3/13/2024	572.92		
3/14/2024	822.17		
3/15/2024	507,633.22		
3/18/2024	971.57		
3/19/2024	6,512.72		
3/20/2024	879.14		
3/21/2024	6,552.98		
3/22/2024	935.02		
3/25/2024	493.90		
3/26/2024	1,685.42		
3/27/2024	324,460.44		
3/28/2024	65,679.52		
3/29/2024	471.59		
3/31/2024	329.09		
Net in Transit	380.00	<u>\$960,083.29</u>	<u>\$1,407,057.30</u>
		\$1,622,267.18	\$1,590,408.73
Disbursements		<u>\$1,009,843.62</u>	<u>\$996,185.73</u>
Book Balance	3/31/2024	\$612,423.56	\$594,223.00
Student Activities		\$213,537.27	\$193,120.05
MSDLAF Investment		\$4,112,642.65	\$2,483,103.46
Bond 2019A Investments		\$0.00	\$258,923.42
Midwest Money Market		<u>\$658,462.10</u>	<u>\$640,313.39</u>
Actual Balance		<u><u>\$5,597,065.58</u></u>	<u><u>\$4,169,683.32</u></u>

FUND	BEGINNING BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE	BALANCE
General	\$3,638,499.57	\$1,267,014.27	\$1,280,409.83	\$3,625,104.01 *	\$3,354,015.00 ^
Student Activities	\$206,185.53	\$20,460.54	\$13,108.80	\$213,537.27	\$193,120.05
Food Service	\$177,466.88	\$65,271.05	\$69,680.25	\$173,057.68	\$269,306.32
Community Service	(\$127,738.56)	\$29,741.83	\$34,201.39	(\$132,198.12)	(\$83,133.03)
Construction	\$1,481,062.87	\$6,602.77	\$5,549.84	\$1,482,115.80	\$203,454.75
Debt Service	\$235,448.94	\$0.00	\$0.00	\$235,448.94	\$232,920.23
Total	<u>\$5,610,925.23</u>	<u>\$1,389,090.46</u>	<u>\$1,402,950.11</u>	<u>\$5,597,065.58</u>	<u>\$4,169,683.32</u>

* General Fund balance includes \$1,667,880 of restricted/committed funds.

^ General Fund balance includes \$1,515,263 of restricted/committed funds.

Minnesota School District Liquid Asset Fund Plus
March 2024

Max Account	\$1,904,784.71
Liquid Account	\$3,742.14
2023 Bond Proceeds Investment Account	\$1,482,115.80
Certificate of Deposit	\$722,000.00

Investment Date	Institution	Maturity Date	Rate	Investment Amount	Value at Maturity
7/17/2023	Financial Federal Savings Bank, TN	7/16/2024	5.70%	\$150,000.00	\$158,550.00
8/2/2023	Fieldpoint Private Bank & Trust, CT	8/1/2024	5.75%	\$100,000.00	\$105,750.00
6/26/2023	Global Bank, NY	6/25/2024	5.55%	\$236,000.00	\$249,098.00
4/4/2023	First Internet Bank of Indiana, IN	4/3/2024	5.59%	\$236,000.00	\$249,192.40
Total Minnesota School District Liquid Asset Fund Plus					\$4,112,642.65

**Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending March 31, 2024**

Sequence: Fd, O/S

Description		B24 Annual Budget	Period 202409	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01	General Fund							
001	Levies	(1,200,930.00)	0.00	(526,182.29)	44%	0.00	44%	(674,747.71)
004	Tax Increment Finance Revenue	(10,850.00)	0.00	(1,622.66)	15%	0.00	15%	(9,227.34)
010	County Apport	(23,260.00)	0.00	(14,707.16)	63%	0.00	63%	(8,552.84)
019	Misc Local	(20,810.00)	0.00	(16,870.16)	81%	0.00	81%	(3,939.84)
021	Revenue from MN Dist	(123,100.00)	(323,433.02)	(323,982.07)	263%	0.00	263%	200,882.07
050	Fees from Patrons	(54,900.00)	(4,075.00)	(30,905.00)	56%	0.00	56%	(23,995.00)
060	Student Activity	(114,300.00)	(11,472.10)	(94,170.36)	82%	0.00	82%	(20,129.64)
061	Entry Fee	(9,500.00)	0.00	(3,400.00)	36%	0.00	36%	(6,100.00)
071	Med Assist Fr Dept of HS	(75,000.00)	(3,442.16)	(52,388.78)	70%	0.00	70%	(22,611.22)
092	Interest	(96,000.00)	(10,727.70)	(125,819.59)	131%	0.00	131%	29,819.59
093	Rent Facilities	(10,000.00)	(52.50)	(1,891.25)	19%	0.00	19%	(8,108.75)
096	Gifts/Bequests	(29,000.00)	184.25	(3,434.82)	12%	0.00	12%	(25,565.18)
099	Misc Revene	(25,880.00)	(695.39)	(19,975.62)	77%	0.00	77%	(5,904.38)
201	Endowment Fund Appr	(41,100.00)	(28,326.10)	(54,627.98)	133%	0.00	133%	13,527.98
211	Foundation Aid	(7,919,210.00)	(484,709.30)	(4,070,262.53)	51%	0.00	51%	(3,848,947.47)
213	Shared Time	0.00	0.00	(8,029.71)	0%	0.00	0%	8,029.71
227	Abatement	(1,430.00)	0.00	0.00	0%	0.00	0%	(1,430.00)
229	Disparity Reduction	(50.00)	0.00	(168.36)	337%	0.00	337%	118.36
234	Hmstd/Ag Market Value Credit	(5,820.00)	0.00	(1,456.90)	25%	0.00	25%	(4,363.10)
300	State & Grants	(63,420.00)	0.00	(98,511.95)	155%	0.00	155%	35,091.95
317	LTFM State Aid	(67,900.00)	0.00	(47,153.16)	69%	0.00	69%	(20,746.84)
360	Spec Ed General	(1,106,260.00)	0.00	(643,890.83)	58%	0.00	58%	(462,369.17)
369	Rev-Other State Agen	0.00	0.00	(40,780.49)	0%	0.00	0%	40,780.49
370	Misc Rev fm MDE	(40,000.00)	(4,041.22)	(107,368.26)	268%	0.00	268%	67,368.26
400	Federal Funds and Grants	(222,210.00)	0.00	(80,745.88)	36%	0.00	36%	(141,464.12)
401	Federal Funds & Grants	(52,650.00)	0.00	(42,235.09)	80%	0.00	80%	(10,414.91)
405	Fed.thru Fiscal Agnt	0.00	0.00	(3,756.00)	0%	0.00	0%	3,756.00
619	COM Rev Producing Act (Contra)	45,000.00	6,039.14	35,223.43	78%	0.00	78%	9,776.57
620	Sale Mat-Rev Producing Act	(90,000.00)	(3,585.05)	(74,931.43)	83%	0.00	83%	(15,068.57)

Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending March 31, 2024

Sequence: Fd, O/S

Description		B24 Annual Budget	Period 202409	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance	
01	General Fund								
621	Sale Mat-Resale Mat	(10,350.00)	0.00	(2,646.70)	26%	0.00	26%	(7,703.30)	
624	Sale of Equipment	(5,000.00)	(500.00)	(1,270.00)	25%	0.00	25%	(3,730.00)	
625	Insurance Recovery	(5,000.00)	0.00	0.00	0%	0.00	0%	(5,000.00)	
01	General Fund	(11,378,930.00)	(868,836.15)	(6,457,961.60)	57%	FY23 69%	0.00	57%	(4,920,968.40)
02	Food Service								
092	Interest	(1,000.00)	0.00	0.00	0%	0.00	0%	(1,000.00)	
099	Misc Revene	(1,300.00)	0.00	(161.96)	12%	0.00	12%	(1,138.04)	
300	State & Grants	(406,500.00)	(40,034.24)	(276,386.56)	68%	0.00	68%	(130,113.44)	
369	Rev-Other State Agen	0.00	0.00	(22,317.00)	0%	0.00	0%	22,317.00	
400	Federal Funds and Grants	(6,000.00)	0.00	(2,080.93)	35%	0.00	35%	(3,919.07)	
405	Fed.thru Fiscal Agnt	0.00	0.00	(560.00)	0%	0.00	0%	560.00	
471	School Lunch Fed	(100,000.00)	(6,109.44)	(64,669.24)	65%	0.00	65%	(35,330.76)	
472	Free & Reduced Meals	(70,000.00)	(10,680.95)	(68,323.15)	98%	0.00	98%	(1,676.85)	
473	Commodity Cash Program	(200.00)	0.00	(443.08)	222%	0.00	222%	243.08	
474	Commodities	(35,000.00)	0.00	0.00	0%	0.00	0%	(35,000.00)	
476	Breakfast Revenue	(25,000.00)	(4,408.74)	(24,491.52)	98%	0.00	98%	(508.48)	
477	Cash In Lieu Commod	(170.00)	0.00	(207.09)	122%	0.00	122%	37.09	
601	Type A Pupil	(65,000.00)	(3,494.43)	(62,563.22)	96%	0.00	96%	(2,436.78)	
606	Type A Adult	(3,530.00)	(543.25)	(3,816.15)	108%	0.00	108%	286.15	
02	Food Service	(713,700.00)	(65,271.05)	(526,019.90)	74%	FY 23 99%	0.00	74%	(187,680.10)
04	Community Service								
001	Levies	(58,730.00)	0.00	(23,487.85)	40%	0.00	40%	(35,242.15)	
019	Misc Local	(50.00)	0.00	0.00	0%	0.00	0%	(50.00)	
021	Revenue from MN Dist	(14,000.00)	0.00	0.00	0%	0.00	0%	(14,000.00)	
050	Fees from Patrons	(327,500.00)	(23,208.00)	(239,943.56)	73%	0.00	73%	(87,556.44)	
092	Interest	(180.00)	0.00	0.00	0%	0.00	0%	(180.00)	
096	Gifts/Bequests	(25,000.00)	(6,686.33)	(14,276.33)	57%	0.00	57%	(10,723.67)	
227	Abatement	(10.00)	0.00	0.00	0%	0.00	0%	(10.00)	
229	Disparity Reduction	(130.00)	0.00	(27.53)	21%	0.00	21%	(102.47)	

Barnesville Public Schools #146
Revenue Guideline by Source
Period Ending March 31, 2024

Sequence: Fd, O/S

Description		B24 Annual Budget	Period 202409	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
04	Community Service							
234	Hmstd/Ag Market Value Credit	(1,570.00)	0.00	75.35	(5%)	0.00	(5%)	(1,645.35)
258	Wetland & Native	(20.00)	0.00	0.00	0%	0.00	0%	(20.00)
300	State & Grants	(78,730.00)	0.00	(46,465.91)	59%	0.00	59%	(32,264.09)
301	Non-Public Aid	(370.00)	0.00	(743.02)	201%	0.00	201%	373.02
04	Community Service	(506,290.00)	(29,894.33)	(324,868.85)	64%	FY23 66%	64%	(181,421.15)
06	Building Construction							
092	Interest	(25,000.00)	(6,602.77)	(77,867.49)	311%	0.00	311%	52,867.49
06	Building Construction	(25,000.00)	(6,602.77)	(77,867.49)	311%	0.00	311%	52,867.49
07	Debt Redemption							
001	Levies	(1,592,230.00)	0.00	(584,413.55)	37%	0.00	37%	(1,007,816.45)
019	Misc Local	(1,500.00)	0.00	0.00	0%	0.00	0%	(1,500.00)
092	Interest	(500.00)	0.00	0.00	0%	0.00	0%	(500.00)
229	Disparity Reduction	(200.00)	0.00	(1,081.81)	541%	0.00	541%	881.81
234	Hmstd/Ag Market Value Credit	(27,300.00)	0.00	(20,192.76)	74%	0.00	74%	(7,107.24)
258	Wetland & Native	(682,590.00)	0.00	(680,991.18)	100%	0.00	100%	(1,598.82)
317	LTFM State Aid	(86,700.00)	0.00	(74,939.45)	86%	0.00	86%	(11,760.55)
07	Debt Redemption	(2,391,020.00)	0.00	(1,361,618.75)	57%	0.00	57%	(1,029,401.25)
21	Student Activities Fund							
099	Misc Revene	(200,000.00)	0.00	0.00	0%	0.00	0%	(200,000.00)
21	Student Activities Fund	(200,000.00)	0.00	0.00	0%	0.00	0%	(200,000.00)
	Report Totals:	(15,214,940.00)	(970,604.30)	(8,748,336.59)	57%	0.00	57%	(6,466,603.41)

FOOD SERVICE REPORT 2023-24

2023-24	September	October	November	December	January	February	March	April	May	2022-23 Average
Beginning Balance	167,493.19	131,508.69	119,477.30	165,069.62	164,060.45	163,780.02	177,466.88	0.00	0.00	264,060
Receipts	16,630.45	75,019.25	110,601.22	76,121.90	65,885.72	79,429.34	65,271.05	0.00	0.00	59,327
Disbursements	52,614.95	87,050.64	65,008.90	77,131.07	66,166.15	65,742.48	69,680.25	0.00	0.00	65,689
Subtotal	131,508.69	119,477.30	165,069.62	164,060.45	163,780.02	177,466.88	173,057.68	0.00	0.00	257,698
Est. Federal/State Funding Due	68,100.80	74,103.75	69,789.55	58,966.81	60,042.63	74,355.74	60,983.88	0.00	0.00	22,996
Ending Balance	199,609.49	193,581.05	234,859.17	223,027.26	223,822.65	251,822.62	234,041.56	0.00	0.00	280,694
Average Daily Participation										
Breakfast										
Elementary	146	157	151	157	150	164	170			86
High School	78	94	98	110	102	109	111			50
Total	224	252	249	266	252	273	281	0	0	136
Lunch										
Elementary	424	430	431	427	404	414	414			399
High School	264	272	266	263	260	256	252			240
Total	688	701	697	690	664	670	667	0	0	639

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$62.75	
	PO#:	Voucher #:	105410	Invoice	Invoice No:	031624		3/20/2024	
								Paid Amt:	\$62.75
								Check Amount:	\$62.75
0146	MB	17591			NELNET PAYMENT SERVICES		Wire		
				E 01	005 110 000 305 000	ACH Fee		\$19.68	
	PO#:	Voucher #:	105411	Invoice	Invoice No:	CI-000322025		3/20/2024	
								Paid Amt:	\$19.68
								Check Amount:	\$19.68
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$123.37	
	PO#:	Voucher #:	105415	Invoice	Invoice No:	032024		3/21/2024	
								Paid Amt:	\$123.37
								Check Amount:	\$123.37
0146	MB	17576			WEX HEALTH INC		Wire		
				E 01	005 110 000 305 000	Benefits Fees		\$104.50	
	PO#:	Voucher #:	105419	Invoice	Invoice No:	0001909486-IN		3/25/2024	
								Paid Amt:	\$104.50
								Check Amount:	\$104.50
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$260.00	
	PO#:	Voucher #:	105420	Invoice	Invoice No:	032324		3/25/2024	
								Paid Amt:	\$260.00
								Check Amount:	\$260.00
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$235.74	
	PO#:	Voucher #:	105429	Invoice	Invoice No:	032524		3/26/2024	
								Paid Amt:	\$235.74
								Check Amount:	\$235.74
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$56.26	
	PO#:	Voucher #:	105430	Invoice	Invoice No:	032624		3/27/2024	
								Paid Amt:	\$56.26
								Check Amount:	\$56.26
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$66.38	
	PO#:	Voucher #:	105431	Invoice	Invoice No:	032724		3/28/2024	
								Paid Amt:	\$66.38
								Check Amount:	\$66.38
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 033	Health Savings Account		\$1,218.83	
	PO#:	Voucher #:	105445	Invoice	Invoice No:	S2024180		3/29/2024	
								Paid Amt:	\$1,218.83
								Check Amount:	\$1,218.83

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	12851	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$1,645.92	
	PO#:	Voucher #:	105444	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$1,645.92	
							Check Amount:	\$1,645.92	
0146	MB	12860	REMIT		MINNESOTA TEACHERS RETIREMENT		Wire		
			B 01	215 018	TRA			\$32,560.21	
	PO#:	Voucher #:	105443	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$32,560.21	
							Check Amount:	\$32,560.21	
0146	MB	12861	REMIT		PUBLIC EMPLOYEES RETIREMENT		Wire		
			B 01	215 017	PERA			\$12,832.58	
	PO#:	Voucher #:	105442	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$12,832.58	
							Check Amount:	\$12,832.58	
0146	MB	12862	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$1,139.28	
	PO#:	Voucher #:	105437	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$1,139.28	
							Check Amount:	\$1,139.28	
0146	MB	14128	REMIT		INTERNAL REVENUE SERVICE		Wire		
			B 01	215 010	FICA Payable			\$42,142.04	
			B 01	215 011	Federal Tax			\$17,098.28	
	PO#:	Voucher #:	105434	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$59,240.32	
							Check Amount:	\$59,240.32	
0146	MB	14129	REMIT		MINN DEPT OF REVENUE		Wire		
			B 01	215 013	State Tax			\$9,299.00	
	PO#:	Voucher #:	105438	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$9,299.00	
							Check Amount:	\$9,299.00	
0146	MB	14968	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$3,123.00	
	PO#:	Voucher #:	105441	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$3,123.00	
							Check Amount:	\$3,123.00	
0146	MB	14970	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$145.84	
	PO#:	Voucher #:	105436	Invoice	Invoice No: S2024180	3/29/2024	Paid Amt:	\$145.84	
							Check Amount:	\$145.84	
0146	MB	16537	REMIT		EDUCATORS BENEFIT CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$1,180.10	
	PO#:	Voucher #:	105432	Invoice	Invoice No: S2024180	16 3/29/2024	Paid Amt:	\$1,180.10	
							Check Amount:	\$1,180.10	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	16936	REMIT		EDUCATORS BENEFITS CONSULTANTS		Wire		
			B 01	215 005	Tax Sheltered Annuities			\$5,203.42	
PO#:	Voucher #:	105435	Invoice	Invoice No:	S2024180	3/29/2024	Paid Amt:	\$5,203.42	
							Check Amount:	\$5,203.42	
0146	MB	12942	MIDWEST BANK				Wire		
			E 01	005 110 000 305 000	Payroll ACH Fee			\$96.00	
PO#:	Voucher #:	105446	Invoice	Invoice No:	03312024	3/31/2024	Paid Amt:	\$96.00	
							Check Amount:	\$96.00	
0146	MB	16833	TRA				Wire		
			B 01	215 018	TRA			\$22.07	
			E 01	300 258 000 218 000	TRA			\$22.05	
PO#:	Voucher #:	105448	Invoice	Invoice No:	525992	3/31/2024	Paid Amt:	\$44.12	
							Check Amount:	\$44.12	
0146	MB	11760	LAKES COUNTRY SERVICE COOP.				Wire		
			B 01	215 026	Health Ins Premium			\$89,262.16	
PO#:	Voucher #:	105466	Invoice	Invoice No:	040124	4/3/2024	Paid Amt:	\$89,262.16	
							Check Amount:	\$89,262.16	
0146	MB	17576	WEX HEALTH INC				Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$55.95	
PO#:	Voucher #:	105467	Invoice	Invoice No:	032924	4/3/2024	Paid Amt:	\$55.95	
							Check Amount:	\$55.95	
0146	MB	17576	WEX HEALTH INC				Wire		
			B 01	215 024	Flex Plan Medical & Dependent Care			\$1,052.13	
PO#:	Voucher #:	105468	Invoice	Invoice No:	033124	4/3/2024	Paid Amt:	\$1,052.13	
							Check Amount:	\$1,052.13	
0146	MB	13040	JMC COMPUTER SERVICE INC.				Wire		
			E 01	005 110 000 305 000	JMC Fees			\$71.63	
PO#:	Voucher #:	105473	Invoice	Invoice No:	JMC Fees April 2	4/5/2024	Paid Amt:	\$71.63	
							Check Amount:	\$71.63	
0146	MB	13040	JMC COMPUTER SERVICE INC.				Wire		
			E 01	005 110 000 305 000	JMC Fees			\$0.60	
PO#:	Voucher #:	105474	Invoice	Invoice No:	JMC Fees 4.2	4/5/2024	Paid Amt:	\$0.60	
							Check Amount:	\$0.60	
0146	MB	14130	NORTH DAKOTA TAX COMMISSIONER				Wire		
			B 01	215 013	State Tax			\$26.42	
PO#:	Voucher #:	104549	Invoice	Invoice No:	S2024130	17 4/8/2024	Paid Amt:	\$26.42	
			B 01	215 013	State Tax			\$51.80	
PO#:	Voucher #:	104835	Invoice	Invoice No:	S2024140	4/8/2024	Paid Amt:	\$51.80	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	14130			NORTH DAKOTA TAX COMMISSIONER		Wire		
				B 01	215 013	State Tax		\$3.05	
PO#:	Voucher #:	104926	Invoice	Invoice No:	S2024150	4/8/2024	Paid Amt:	\$3.05	
				B 01	215 013	State Tax		\$3.63	
PO#:	Voucher #:	105167	Invoice	Invoice No:	S2024160	4/8/2024	Paid Amt:	\$3.63	
				B 01	215 013	State Tax		\$3.63	
PO#:	Voucher #:	105380	Invoice	Invoice No:	S2024170	4/8/2024	Paid Amt:	\$3.63	
				B 01	215 013	State Tax		\$5.35	
PO#:	Voucher #:	105440	Invoice	Invoice No:	S2024180	4/8/2024	Paid Amt:	\$5.35	
							Check Amount:	\$93.88	
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$1,316.00	
PO#:	Voucher #:	105675	Invoice	Invoice No:	040824	4/10/2024	Paid Amt:	\$1,316.00	
							Check Amount:	\$1,316.00	
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$39.00	
PO#:	Voucher #:	105676	Invoice	Invoice No:	041024	4/11/2024	Paid Amt:	\$39.00	
							Check Amount:	\$39.00	
0146	MB	17576			WEX HEALTH INC		Wire		
				B 01	215 024	Flex Plan Medical & Dependent Care		\$195.99	
PO#:	Voucher #:	105685	Invoice	Invoice No:	041124	4/12/2024	Paid Amt:	\$195.99	
							Check Amount:	\$195.99	
0146	MB	86656	12945		BARNESVILLE CHIROPRACTIC CLINIC		Check		
				E 01	005 760 733 305 000	DOT Physical		\$120.00	
PO#:	Voucher #:	105400	Invoice	Invoice No:	031124	3/20/2024	Paid Amt:	\$120.00	
							Check Amount:	\$120.00	
0146	MB	86657	17349		BG INNOVATIONS		Check		
				E 01	300 640 316 401 000	3 hour BenQ Training		\$1,350.00	
PO#: 49744	Voucher #:	105409	Invoice	Invoice No:	INV-3858	3/20/2024	Paid Amt:	\$1,350.00	
							Check Amount:	\$1,350.00	
0146	MB	86658	12430	remit	BUREAU OF EDUCATION & RESEARCH		Check		
				E 01	300 640 316 366 000	Gen.trv,Meals, Rooms		\$279.00	
PO#:	Voucher #:	105405	Invoice	Invoice No:	XBW4S1	3/20/2024	Paid Amt:	\$279.00	
							Check Amount:	\$279.00	
0146	MB	86659	14637		LOCKSHOP		Check		
				E 01	005 810 000 410 000	cut new keys	18	\$29.50	
PO#: 49841	Voucher #:	105408	Invoice	Invoice No:	0000272799	3/20/2024	Paid Amt:	\$29.50	
							Check Amount:	\$29.50	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86660	12141		REGION 6A, MSHSL		Check		
				E 01	300 259 000 369 000	Choir		\$170.00	
PO#:		Voucher #:	105404	Invoice	Invoice No:	032024	3/20/2024	Paid Amt:	\$170.00
								Check Amount:	\$170.00
0146	MB	86661	17471		REINHART FOODSERVICE LLC		Check		
				E 02	005 770 701 490 000	Commodities		\$262.50	
PO#:		Voucher #:	105406	Invoice	Invoice No:	945823	3/20/2024	Paid Amt:	\$262.50
				E 02	005 770 701 490 000	Food		\$1,889.81	
				E 02	005 770 705 490 000	Breakfast Food		\$616.54	
				E 02	005 770 701 401 000	General Supplies		\$120.38	
PO#:		Voucher #:	105407	Invoice	Invoice No:	945418	3/20/2024	Paid Amt:	\$2,626.73
								Check Amount:	\$2,889.23
0146	MB	86662	14314	remit	RICK'S TIRE & TOWING		Check		
				E 01	005 760 733 350 000	Oil and filter		\$41.00	
				E 01	005 760 733 350 000	labor		\$35.00	
				E 01	005 760 733 350 000	wiper fluid		\$4.00	
PO#: 49843		Voucher #:	105401	Invoice	Invoice No:	10037	3/20/2024	Paid Amt:	\$80.00
				E 01	005 760 733 350 000	Oil and filter		\$32.00	
				E 01	005 760 733 350 000	wiper fluid		\$5.00	
				E 01	005 760 733 350 000	labor		\$35.00	
PO#: 49843		Voucher #:	105402	Invoice	Invoice No:	10064	3/20/2024	Paid Amt:	\$72.00
				E 01	005 760 733 350 000	wrecker service		\$125.00	
				E 01	005 760 733 350 000	O2 sensor		\$89.00	
				E 01	005 760 733 350 000	Left side mirror, heated		\$306.00	
				E 01	005 760 733 350 000	Oil and filter		\$39.00	
				E 01	005 760 733 350 000	wiper fluid		\$3.00	
				E 01	005 760 733 350 000	Scan test, reset engine		\$45.00	
				E 01	005 760 733 350 000	Shipping on mirror		\$24.00	
				E 01	005 760 733 350 000	Towing, 186 miles		\$930.00	
				E 01	005 760 733 350 000	replace O2 sensors		\$275.00	
				E 01	005 760 733 350 000	service call		\$35.00	
PO#: 49843		Voucher #:	105403	Invoice	Invoice No:	10054	3/20/2024	Paid Amt:	\$1,871.00
								Check Amount:	\$2,023.00
0146	MB	86663	17244		COTE, BARB		Check		
				E 01	005 760 733 350 000	bust seat upholstery repair		\$196.00	
PO#: 49830		Voucher #:	105416	Invoice	Invoice No:	598115	3/21/2024	Paid Amt:	\$196.00

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86663	17244		COTE, BARB		Check
				E 01	005 760 733 350 000 bust seat upholstery repair		\$35.00
	PO#: 49830	Voucher #: 105417		Invoice	Invoice No: 598116	3/21/2024	Paid Amt: \$35.00
							Check Amount: \$231.00
0146	MB	86664	17767		REMIT LEARNWELL		Check
				E 01	998 790 000 392 000 Out-of-State Tuition		\$270.00
	PO#:	Voucher #: 105413		Invoice	Invoice No: INV179537	3/21/2024	Paid Amt: \$270.00
				E 01	998 790 000 392 000 Out-of-State Tuition		\$180.00
	PO#:	Voucher #: 105414		Invoice	Invoice No: INV181482	3/21/2024	Paid Amt: \$180.00
							Check Amount: \$450.00
0146	MB	86665	15395		MADISON NATIONAL LIFE		Check
				B 01	215 027 Life & LTD		\$1,069.80
	PO#:	Voucher #: 105418		Invoice	Invoice No: April 2024	3/21/2024	Paid Amt: \$1,069.80
							Check Amount: \$1,069.80
0146	MB	86666	15415		NCPERS GROUP LIFE INS.		Check
				B 01	215 028 PERA Life Insurance		\$128.00
	PO#:	Voucher #: 105412		Invoice	Invoice No: 108802042024	3/21/2024	Paid Amt: \$128.00
							Check Amount: \$128.00
0146	MB	86667	14911		REMIT AMAZON CAPITAL SERVICES		Check
				E 01	100 206 000 401 000 https://www.amazon.com/Neliblu-Neon-Sungla		\$20.43
				E 01	100 206 000 401 000 https://www.amazon.com/Fidget-Keychain-Cla		\$7.99
				E 01	100 206 000 430 000 https://www.amazon.com/Saxon-Math-Consum		\$53.13
				E 01	100 206 000 430 000 https://www.amazon.com/Tru-Ray-Heavyweigh		\$54.96
				E 01	100 206 000 430 000 https://www.amazon.com/SunWorks-Construc		\$19.98
				E 01	100 206 000 430 000 https://www.amazon.com/Tru-Ray-Constructio		\$50.04
				E 01	100 206 000 430 000 https://www.amazon.com/SunWorks-Heavywe		\$26.91
				E 01	100 206 000 430 000 https://www.amazon.com/Tru-Ray-Heavyweigh		\$23.55
				E 01	100 206 000 430 000 https://www.amazon.com/Tru-Ray-Heavyweigh		\$20.67
				E 01	100 206 000 430 000 https://www.amazon.com/Multicolor-Ballpoint-1		\$35.97
				E 01	100 206 000 430 000 https://www.amazon.com/Crayola-Washable-V		\$156.00
				E 01	100 206 000 430 000 https://www.amazon.com/Sax-Versatemp-Tem		\$44.99
				E 01	100 206 000 430 000 https://www.amazon.com/Cra-Z-Art-Washable		\$54.51
				E 01	100 206 000 430 000 https://www.amazon.com/anezus-Brushes-Bris		\$48.23
				E 01	100 206 000 430 000 https://www.amazon.com/Sticks-Multi-Purpose		\$136.74
				E 01	100 206 000 430 000 https://www.amazon.com/Cardstock-Birthday-I		\$53.40
				E 01	100 206 000 430 000 https://www.amazon.com/Shindel-Wrapping-Ti		\$26.94
				E 01	100 206 000 430 000 https://www.amazon.com/Crayola-Classpack-E		\$139.47
				E 01	100 206 000 430 000 https://www.amazon.com/SunWorks-Heavywe		\$41.40
				E 01	100 206 000 430 000 https://www.amazon.com/SunWorks-Construc		\$31.08

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86667	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 01	100 206 000 430 000	https://www.amazon.com/Tru-Ray-Heavyweigh	\$32.46		
				E 01	100 206 000 430 000	https://www.amazon.com/Aoibrloy-Cleaners-Si	\$30.54		
				E 01	100 206 000 430 000	https://www.amazon.com/SunWorks-Construc	\$31.05		
				E 01	100 206 000 430 000	https://www.amazon.com/SunWorks-Construc	\$19.62		
	PO#: 49825	Voucher #: 105425		Invoice	Invoice No: 1MJL-TYKV-KPD9	3/26/2024	Paid Amt:	\$1,160.06	
				E 01	100 408 740 433 000	Chew Necklace, Sensory Chew Necklace Bun	\$11.99		
				E 01	100 408 740 433 000	Chew Necklace for Boys and Girls, Silicone Cl	\$8.78		
				E 01	100 408 740 433 000	Flare Calmer – Ear Plugs Alternative – Reduce	\$24.95		
				E 01	100 408 740 433 000	The Pencil Grip Chewberz Pencil Toppers, Lat	\$8.80		
				E 01	100 408 740 433 000	(9 Pack) Lined Sticky Notes 4X6 in Post, 9 Pa	\$7.59		
				E 01	100 408 740 433 000	Visual Timer for Kids, Timers for Classroom, C	\$37.58		
				E 01	100 408 740 433 000	Koicaxy Electronic Finger Counter, 7-Pack Re	\$9.99		
	PO#: 49826	Voucher #: 105426		Invoice	Invoice No: 1636-WQ1N-F6KQ	3/26/2024	Paid Amt:	\$109.68	
							Check Amount:	\$1,269.74	
0146	MB	86668	16086	remit	COLONIAL LIFE INSURANCE COMPANY		Check		
				B 01	215 029	Supplemental Insurance-Voluntary	\$213.08		
	PO#:	Voucher #: 105421		Invoice	Invoice No: 41790570213140	3/26/2024	Paid Amt:	\$213.08	
				B 01	215 029	Supplemental Insurance-Voluntary	\$213.08		
	PO#:	Voucher #: 105422		Invoice	Invoice No: 41790570313158	3/26/2024	Paid Amt:	\$213.08	
							Check Amount:	\$426.16	
0146	MB	86669	15651	remit	TEACHERS ON CALL		Check		
				E 01	100 203 000 305 000	Elem substitutes	\$1,820.00		
				E 01	300 211 000 305 000	HS substitutes	\$1,456.00		
	PO#:	Voucher #: 105424		Invoice	Invoice No: 155586	3/26/2024	Paid Amt:	\$3,276.00	
							Check Amount:	\$3,276.00	
0146	MB	86670	17693		VALLEY GREEN & ASSOCIATES		Check		
				E 01	005 811 000 350 000	Parking Lot salting	\$880.00		
	PO#: 49861	Voucher #: 105423		Invoice	Invoice No: 238273	3/26/2024	Paid Amt:	\$880.00	
							Check Amount:	\$880.00	
0146	MB	86671	17031		BOND TRUST SERVICES CORPORATION		Check		
				E 01	005 110 000 305 000	Bond Paying Agent Fee	\$475.00		
	PO#:	Voucher #: 105427		Invoice	Invoice No: 84782	3/26/2024	Paid Amt:	\$475.00	
							Check Amount:	\$475.00	
0146	MB	86673	17031		BOND TRUST SERVICES CORPORATION		Check		
				E 01	005 110 000 305 000	Bond Paying Agent Fee	\$475.00		
	PO#:	Voucher #: 105428		Invoice	Invoice No: 84783	3/26/2024	Paid Amt:	\$475.00	
							Check Amount:	\$475.00	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86674	12945		BARNESVILLE CHIROPRACTIC CLINIC		Check		
				E 01	005 760 733 305 000	DOT Physical		\$120.00	
	PO#:	Voucher #:	105456	Invoice	Invoice No: 032024	4/5/2024		Paid Amt:	\$120.00
				E 01	005 760 733 305 000	DOT Physical		\$120.00	
	PO#:	Voucher #:	105457	Invoice	Invoice No: 031824	4/5/2024		Paid Amt:	\$120.00
				E 01	005 760 733 305 000	DOT Physical		\$120.00	
	PO#:	Voucher #:	105458	Invoice	Invoice No: 032724	4/5/2024		Paid Amt:	\$120.00
								Check Amount:	\$360.00
0146	MB	86675	17074		BLICK ART MATERIALS		Check		
				E 01	200 212 000 430 000	30413-1026 Amaco Lead-Free Clear Transpar		\$69.04	
	PO#: 49815	Voucher #:	105455	Invoice	Invoice No: 2636755	4/5/2024		Paid Amt:	\$69.04
								Check Amount:	\$69.04
0146	MB	86676	10001		CITY OF BARNESVILLE		Check		
				E 01	005 810 000 332 000	Electricity		\$11,331.64	
				E 01	005 810 000 331 000	Water-Sewage		\$1,743.62	
				E 01	005 810 000 330 000	Garbage		\$23.78	
				E 04	005 505 321 320 000	Communication		\$33.07	
				E 01	005 810 000 320 000	Communication		\$683.90	
	PO#:	Voucher #:	105454	Invoice	Invoice No: 10114129	4/5/2024		Paid Amt:	\$13,816.01
								Check Amount:	\$13,816.01
0146	MB	86677	13450		CROWN TROPHY		Check		
				E 01	300 294 000 401 503	5x7 Stat Award Plaques		\$46.25	
				E 01	300 294 000 401 503	6x8 Most Improved		\$11.25	
				E 01	300 294 000 401 503	Resin - Rookie of the Year		\$9.25	
				E 01	300 294 000 401 503	Resin - Defensive Player of the Year		\$21.25	
				E 01	300 294 000 401 503	6x8 Hardest Worker Plaque		\$30.00	
				E 01	300 294 000 401 503	Resin - MVP		\$34.00	
				E 01	300 294 000 401 503	Shipping		\$0.00	
	PO#: 49848	Voucher #:	105463	Invoice	Invoice No: 66103	4/5/2024		Paid Amt:	\$152.00
				E 01	300 296 000 401 513	GBB Awards		\$150.00	
				E 01	300 289 000 401 000	GBB Awards		\$48.00	
	PO#: 49916	Voucher #:	105469	Invoice	Invoice No: 66239	4/5/2024		Paid Amt:	\$198.00
								Check Amount:	\$350.00
0146	MB	86678	15619		CULINEX		Check		
				E 02	005 770 701 401 000	Didgital Thermometer		\$42.48	
				E 02	005 770 701 401 000	Thermometer		\$34.72	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86678	15619		CULINEX		Check		
				E 02	005 770 701 401 000	Freight		\$12.95	
	PO#: 49831	Voucher #: 105465		Invoice	Invoice No: INV896671	4/5/2024	Paid Amt:	\$90.15	
							Check Amount:	\$90.15	
0146	MB	86679	14274		DAKOTA MAILING		Check		
				E 01	005 110 000 401 000	Ink Cartridge for Postage Meter		\$165.46	
				E 01	005 110 000 401 000	Return		(\$89.95)	
	PO#: 49840	Voucher #: 105471		Invoice	Invoice No: 71295	4/5/2024	Paid Amt:	\$75.51	
							Check Amount:	\$75.51	
0146	MB	86680	12853		EA - BARNESVILLE		Check		
				B 01	215 025	Nea-Mea-Bea Dues Payable		\$2,844.57	
	PO#:	Voucher #: 105373		Invoice	Invoice No: S2024170	4/5/2024	Paid Amt:	\$2,844.57	
				B 01	215 025	Nea-Mea-Bea Dues Payable		\$2,844.57	
	PO#:	Voucher #: 105433		Invoice	Invoice No: S2024180	4/5/2024	Paid Amt:	\$2,844.57	
							Check Amount:	\$5,689.14	
0146	MB	86681	15344		EDUCATORS BENEFIT CONSULTANTS		Check		
				E 01	005 110 000 305 000	Fees For Services		\$69.18	
	PO#:	Voucher #: 105451		Invoice	Invoice No: 32150	4/5/2024	Paid Amt:	\$69.18	
							Check Amount:	\$69.18	
0146	MB	86682	15977		REMIT ELAN FINANCIAL SERVICES		Check		
				E 04	005 509 321 401 000	Brightwheel subscription		\$150.00	
				E 01	100 640 316 366 000	Staff Development (Elem)		\$245.00	
				E 01	005 110 000 820 000	Dues		\$365.00	
				E 01	005 760 733 442 000	Gasoline		\$32.45	
				E 01	005 020 000 366 000	Superintendent Travel		\$209.61	
				E 01	300 298 000 401 000	Spring Sports Supplies		\$90.58	
				E 01	300 289 000 369 000	State Wrestling Tournament (auxiliary)		\$213.00	
				E 01	300 294 000 366 506	Wrestling State Tournament (adult/coach)		\$167.86	
				E 01	300 292 000 401 505	Track Supplies		\$135.00	
	PO#:	Voucher #: 105464		Invoice	Invoice No: March 2024	4/5/2024	Paid Amt:	\$1,608.50	
							Check Amount:	\$1,608.50	
0146	MB	86683	15730		ESSENTIA HEALTH		Check		
				E 01	300 790 000 305 000	monthly sports medicine agreement		\$125.00	
	PO#:	Voucher #: 105452		Invoice	Invoice No: 1024.3010.1707.01	4/5/2024	Paid Amt:	\$125.00	
							Check Amount:	\$125.00	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86684	17768	REMIT	EVERYDAY SPEECH LLC		Check
				E 01	100 408 740 406 000	Bundled Curricula - Annual Subscription	\$599.99
	PO#: 49881	Voucher #: 105453	Invoice	Invoice No: 114898		4/5/2024	Paid Amt: \$599.99
							Check Amount: \$599.99
0146	MB	86685	15413	remit	FIDELITY SECURITY LIFE		Check
				B 01	215 031	Vision Premium	\$489.78
	PO#:	Voucher #: 105450	Invoice	Invoice No: 3068263		4/5/2024	Paid Amt: \$489.78
							Check Amount: \$489.78
0146	MB	86686	16206	remit	FOLLETT CONTENT SOLUTIONS LLC		Check
				E 01	300 620 000 470 000	book	\$21.36
				E 01	300 620 000 470 000	books	\$66.10
				E 01	300 620 000 470 000	book	\$20.53
				E 01	300 620 000 470 000	books	\$20.16
				E 01	300 620 000 470 000	books	\$34.34
				E 01	300 620 000 470 000	book	\$24.14
				E 01	300 620 000 470 000	book	\$28.40
				E 01	300 620 000 470 000	book	\$22.20
				E 01	300 620 000 470 000	book	\$19.69
				E 01	300 620 000 470 000	books	\$19.40
				E 01	300 620 000 470 000	book	\$23.60
				E 01	300 620 000 470 000	book	\$18.85
				E 01	300 620 000 470 000	book	\$16.29
	PO#: 49828	Voucher #: 105462	Invoice	Invoice No: 363974		4/5/2024	Paid Amt: \$335.06
							Check Amount: \$335.06
0146	MB	86687	10439		MASSP		Check
				E 01	300 640 316 366 000	Gen.trv,Meals, Rooms	\$405.00
	PO#:	Voucher #: 105459	Invoice	Invoice No: WC8040		4/5/2024	Paid Amt: \$405.00
							Check Amount: \$405.00
0146	MB	86688	16818		MN SCHOOL EMPLOYEES ASSOCIATION		Check
				B 01	215 025	Nea-Mea-Bea Dues Payable	\$527.53
	PO#:	Voucher #: 105439	Invoice	Invoice No: S2024180		4/5/2024	Paid Amt: \$527.53
							Check Amount: \$527.53
0146	MB	86689	14553	REMIT	ROCHESTER TELECOM SYSTEMS		Check
				E 01	005 810 000 320 000	Communication	\$76.64
				E 04	005 505 321 320 000	Communication	\$0.64
	PO#:	Voucher #: 105461	Invoice	Invoice No: 33577		4/5/2024	Paid Amt: \$77.28
						24	Check Amount: \$77.28

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86690	12788		REMIT2 SCHOLASTIC INC BOOK CLUB		Check		
				E 01	100 203 302 460 000	Item 26i7 Pedro and the Shark. ORDER # 75		\$52.00	
	PO#: 49853	Voucher #:	105470	Invoice	Invoice No: 75556990	4/5/2024	Paid Amt:	\$52.00	
							Check Amount:	\$52.00	
0146	MB	86691	15651	remit	TEACHERS ON CALL		Check		
				E 01	100 203 000 305 000	Elem substitutes		\$1,183.00	
				E 01	300 211 000 305 000	HS substitutes		\$819.00	
	PO#:	Voucher #:	105472	Invoice	Invoice No: 155997	4/5/2024	Paid Amt:	\$2,002.00	
				E 01	100 203 000 305 000	Elem substitutes		\$1,547.00	
				E 01	300 211 000 305 000	HS substitutes		\$546.00	
	PO#:	Voucher #:	105460	Invoice	Invoice No: 155831	4/5/2024	Paid Amt:	\$2,093.00	
							Check Amount:	\$4,095.00	
0146	MB	86692	16653		VERIFIED FIRST		Check		
				E 01	005 105 000 305 000	Background Checks		\$249.48	
	PO#:	Voucher #:	105449	Invoice	Invoice No: INV-000471159	4/5/2024	Paid Amt:	\$249.48	
							Check Amount:	\$249.48	
0146	MB	86693	11239	REMIT	ACME TOOLS		Check		
				E 01	300 255 000 430 000	#48-22-2710 Milwaukee Screwdriver Set		\$37.97	
				E 01	300 255 000 430 000	#48-11-2420 Milwaukee Battery		\$59.00	
				E 01	300 255 000 430 000	#HT-550P Paslode Hammer Tacker		\$59.99	
				E 01	300 255 000 430 000	#650925 Paslode 5/16" Staples		\$6.99	
	PO#: 49877	Voucher #:	105475	Invoice	Invoice No: 12571995	4/11/2024	Paid Amt:	\$163.95	
				E 01	300 255 000 430 000	#42-104 Freud 1/2" Flush trim Bit		\$19.97	
	PO#: 49877	Voucher #:	105476	Invoice	Invoice No: 12581644	4/11/2024	Paid Amt:	\$19.97	
				E 01	300 255 000 430 000	#18-112 Freud 3/8" R Bit		\$25.59	
	PO#: 49877	Voucher #:	105477	Invoice	Invoice No: 12595410	4/11/2024	Paid Amt:	\$25.59	
							Check Amount:	\$209.51	
0146	MB	86694	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 01	100 208 000 430 000	HIIMIEI 8.5x11 Acrylic Sign Holder, set of 24, F		\$176.97	
				E 01	100 208 000 430 000	Friendship Bracelet Kit - 13000pcs Polymer Cl		\$55.83	
				E 01	100 208 000 430 000	24 PCS Unfinished Square Wood Coasters, S		\$74.97	
				E 01	100 208 000 430 000	QUEFE 708 Pieces Silicone Beads Bulk Kit fo		\$36.99	
	PO#: 49887	Voucher #:	105562	Invoice	Invoice No: IYHF-CRNC-1TM4	4/11/2024	Paid Amt:	\$344.76	
				E 01	300 258 000 401 000	Pencils		\$14.99	
				E 01	300 258 000 401 000	Permanent Markers		\$8.68	
				E 01	300 258 000 401 000	White Board Markers		\$5.52	
				E 01	300 258 000 401 000	Paper Towels 25		\$22.99	
				E 01	300 258 000 401 000	Sicky Dots		\$4.55	
				E 01	300 258 000 401 000	Clip Boards		\$9.98	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86694	14911	REMIT	AMAZON CAPITAL SERVICES		Check
				E 01	300 258 000 401 000	Page Protectors	\$8.71
				E 01	300 258 000 401 000	Cleaning Rags	\$6.99
				E 01	100 620 000 470 000	Library Book	\$7.59
PO#: 49838	Voucher #:	105478	Invoice	Invoice No:	1KMK-LHT3-1XJR	4/11/2024	Paid Amt: \$90.00
			E 01	100 205 000 460 000	24 Pcs Primary Composition Notebook K-2 wil	\$179.97	
PO#: 49889	Voucher #:	105479	Invoice	Invoice No:	14T1-3M4Q-PQ7F	4/11/2024	Paid Amt: \$179.97
			E 01	300 296 000 401 514	100 Shag/Practice/Hit Away/Range Used Golf	\$159.96	
PO#: 49822	Voucher #:	105480	Invoice	Invoice No:	19XL-R7JT-QPCF	4/11/2024	Paid Amt: \$159.96
			E 01	100 620 000 470 000	book	\$4.48	
			E 01	100 620 000 470 000	book	\$13.30	
			E 01	100 620 000 470 000	book	\$9.51	
			E 01	100 620 000 470 000	book	\$11.50	
			E 01	100 620 000 470 000	book	\$12.70	
			E 01	100 620 000 470 000	freight	\$4.99	
PO#: 49837	Voucher #:	105481	Invoice	Invoice No:	1MRJ-MWQQ-QW4P	4/11/2024	Paid Amt: \$56.48
			E 01	300 296 000 401 514	https://www.amazon.com/Taylormade-Distance	\$559.30	
			E 01	300 296 000 401 514	Shipping	\$23.00	
PO#: 49822	Voucher #:	105482	Invoice	Invoice No:	11XV-KY9K-QQRP	4/11/2024	Paid Amt: \$582.30
			E 01	100 620 000 401 000	Book Shelf	\$1,919.92	
PO#: 49781	Voucher #:	105483	Invoice	Invoice No:	1YD7-L3LW-1GWY	4/11/2024	Paid Amt: \$1,919.92
			E 04	005 582 344 430 000	Colored Masking Tape	\$16.85	
			E 04	005 582 344 430 000	Table caddies	\$79.19	
			E 04	005 582 344 430 000	mini colored pencils	\$14.58	
			E 04	005 582 344 430 000	Cardstock	\$25.32	
			E 04	005 582 344 401 000	Laminating sheets	\$55.26	
			E 04	005 582 344 401 000	Black Sharpie	\$9.49	
			E 04	005 582 344 401 000	Colored sharpie	\$8.79	
			E 04	005 582 344 401 000	Post its	\$11.98	
			E 04	005 582 344 430 000	Pip-Squeak Markers	\$58.76	
			E 04	005 582 344 430 000	Medium Plastic containers	\$17.99	
			E 04	005 582 344 430 000	Cookie Cutters	\$9.99	
			E 04	005 582 344 430 000	Transparent pattern blocks	\$15.25	
			E 04	005 582 344 430 000	masking tape	\$6.68	
			E 04	005 582 344 430 000	Doll clothes	\$32.70	
			E 04	005 582 344 430 000	Space toy set	\$43.99	
PO#: 49839	Voucher #:	105484	Invoice	Invoice No:	1KMK-LHT3-K3MD	26 4/11/2024	Paid Amt: \$406.82
			E 01	100 620 000 470 000	Book - Dog Man the Scarlet Shedder	\$20.98	
PO#: 49643	Voucher #:	105485	Invoice	Invoice No:	1QQP-DTCM-16XQ	4/11/2024	Paid Amt: \$20.98

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86694	14911	REMIT	AMAZON CAPITAL SERVICES		Check
				E 01	100 620 000 470 000	book	\$12.29
				E 01	100 620 000 470 000	book	\$12.99
				E 01	100 620 000 470 000	book	\$11.99
				E 01	100 620 000 470 000	book	\$10.84
				E 01	100 620 000 470 000	book	\$10.97
				E 01	100 620 000 470 000	book	\$8.92
				E 01	100 620 000 470 000	book	\$7.73
				E 01	100 620 000 470 000	book	\$17.85
				E 01	100 620 000 470 000	book	\$15.18
				E 01	100 620 000 470 000	book	\$23.98
				E 01	100 620 000 470 000	book	\$9.99
				E 01	100 620 000 470 000	book	\$11.51
				E 01	100 620 000 470 000	book	\$12.82
				E 01	100 620 000 470 000	book	\$15.54
				E 01	100 620 000 470 000	book	\$16.99
				E 01	100 620 000 470 000	book	\$12.49
				E 01	100 620 000 470 000	book	\$15.09
				E 01	100 620 000 470 000	book	\$10.59
				E 01	100 620 000 470 000	book	\$10.69
				E 01	100 620 000 470 000	book	\$19.99
				E 01	100 620 000 470 000	book	\$20.07
				E 01	100 620 000 470 000	book	\$20.42
				E 01	100 620 000 470 000	book	\$25.99
				E 01	100 620 000 470 000	book	\$15.05
				E 01	100 620 000 470 000	book	\$10.60
				E 01	100 620 000 470 000	book	\$7.69
				E 01	100 620 000 470 000	book	\$11.76
				E 01	100 620 000 470 000	book	\$7.38
				E 01	100 620 000 470 000	book	\$16.96
				E 01	100 620 000 470 000	book	\$7.50
				E 01	100 620 000 470 000	book	\$11.79
				E 01	100 620 000 470 000	book	\$9.69
				E 01	100 620 000 470 000	book	\$12.99
				E 01	100 620 000 470 000	book	\$0.00
				E 01	100 620 000 470 000	book	\$8.99
				E 01	100 620 000 470 000	book	\$10.49
				E 01	100 620 000 470 000	book	\$8.49
				E 01	100 620 000 470 000	book	\$8.76

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86694	14911	REMIT	AMAZON CAPITAL SERVICES		Check
				E 01	100 620 000 470 000	book	\$11.19
				E 01	100 620 000 470 000	book	\$14.39
				E 01	100 620 000 470 000	book	\$7.73
				E 01	100 620 000 470 000	book	\$13.49
				E 01	100 620 000 470 000	book	\$16.99
				E 01	100 620 000 470 000	book	\$11.69
PO#: 49837	Voucher #:	105486	Invoice	Invoice No:	1G17-3NDQ-GLDM	4/11/2024	Paid Amt: \$558.54
			E 01	300 258 000 450 000	Reusable Ear Plugs		\$50.74
PO#: 49850	Voucher #:	105487	Invoice	Invoice No:	1PMX-4LTY-KQ6X	4/11/2024	Paid Amt: \$50.74
			E 01	300 710 000 401 000	Gift Bags- 100 Pack		\$25.99
			E 01	300 710 000 401 000	Calming Corner Decorative Throw Pillow Cove		\$9.99
			E 01	300 710 000 401 000	Counseling Office Must Haves Throw Pillow C		\$11.99
			E 01	300 710 000 401 000	Mini Slow Rising Stress Balls		\$24.95
			E 01	300 710 000 401 000	Crayola Silly Putty Bulk Variety Pack		\$20.50
			E 01	300 710 000 401 000	USB C Adapter for MacBook Pro Adapter, Mac		\$30.99
			E 01	300 710 000 401 000	Verilux® HappyLight® Full-Size - UV-Free The		\$59.99
			E 01	300 710 000 401 000	24 Pads Sticky Notes 1.5x2 inch Bright Colors		\$6.99
			E 01	300 710 000 401 000	Post-it Easel Pad, 20 in x 23 in, White, 20 She		\$41.51
			E 01	300 710 000 401 000	Amazon Basics High Boardroom Aluminum Fli		\$30.39
			E 01	300 710 000 401 000	Paper Mate® Gel Pens InkJoy® Pens, Mediu		\$11.89
			E 01	300 710 000 401 000	Post-it Super Sticky Notes, 3x3 in, 24 Pads, 2)		\$19.99
			E 01	300 710 000 401 000	Paper Mate Flair Felt Tip Pens, Medium Point		\$9.97
			E 01	300 710 000 401 000	Fashion Multifunction Utility Acrylic Transparer		\$8.99
PO#: 49845	Voucher #:	105488	Invoice	Invoice No:	1G17-3NDQ-PKR3	4/11/2024	Paid Amt: \$314.13
			E 01	100 740 000 430 000	Colored Paper, 24 lb Orchid Printer Paper, 8.5		\$20.23
			E 01	100 740 000 430 000	Flare Calmer Kids – Ear Plugs Alternative – R		\$24.95
			E 01	100 740 000 430 000	EXPO Low Odor Dry Erase Markers, Ultra-Fin		\$6.83
			E 01	100 740 000 430 000	Amazon Basics Gallon Food Storage Bags, 12		\$12.22
			E 01	100 740 000 430 000	SUNOVELTIES 12 Pack Neon Colors Sungla		\$16.79
			E 01	100 740 000 430 000	Sticky Notes 3x3 Inches,Bright Colors Self-Sti		\$8.95
			E 01	100 740 000 430 000	BARMY Weighted Lap Pad for Kids (24"x24", !		\$39.79
			E 01	100 740 000 430 000	Chair Bands for Kids with Fidgety Feet, Fidget		\$29.99
			E 01	100 740 000 430 000	6 Pack 1" Inch Round 3 Ring Binder View Bind		\$20.89
			E 01	100 740 000 430 000	Scotch Heavy Duty Packaging Tape 6 rolls		\$13.89
			E 01	100 740 000 430 000	120 Sheets Colored Card Stock Printer Paper,		\$21.99
			E 01	100 740 000 430 000	Neenah Premium Cardstock, 8.5" x 11", 65 lb/		\$14.29
			E 01	100 740 000 430 000	16mm 6 Sided Dice Set Standard Game Dice		\$8.98
			E 01	100 740 000 430 000	Stikki Works White Clips 20 per Pack Teacher		\$17.98

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86694	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 01	100 740 000 430 000	Power Your Fun Arggh Mini Stress Balls for Ac	\$7.99		
				E 01	100 740 000 430 000	Shipping and Handling	\$9.99		
		PO#: 49890	Voucher #: 105489	Invoice	Invoice No: 1J3Y-W9DV-6YMP	4/11/2024	Paid Amt:	\$275.75	
				E 01	300 258 000 450 000	Jazzlab Sax Harness	\$54.50		
				E 01	300 258 000 450 000	Spray Bottles	\$8.89		
				E 01	300 258 000 450 000	Mouthpiece Patches	\$34.75		
				E 01	300 258 000 450 000	Slide Stoppers	\$8.99		
				E 01	300 258 000 450 000	Trumpet Lyre - Clamp	\$29.98		
				E 01	300 258 000 450 000	Ear Plugs	\$14.38		
		PO#: 49878	Voucher #: 105490	Invoice	Invoice No: 1D77-VJLG-N9Y4	4/11/2024	Paid Amt:	\$151.49	
				E 01	300 260 000 430 000	5PCS X Optical Glass Lens Without Edge Dar	\$27.96		
				E 01	300 260 000 430 000	5pcs x 16MM Glass Lens Thickness 5.0MM PI	\$39.96		
				E 01	300 260 000 430 000	USB Endoscope, 3 in 1 Endoscope 5.5mm L	\$14.84		
				E 01	300 260 000 430 000	Shipping	\$30.91		
		PO#: 49880	Voucher #: 105491	Invoice	Invoice No: 197M-VLF7-MR3R	4/11/2024	Paid Amt:	\$113.67	
				E 01	100 201 000 401 000	8MP USB Document Camera for Teachers anc	\$53.81		
				E 01	100 201 000 430 000	Word Pop CVC Word Games, Learn to Read ir	\$20.98		
				E 01	100 201 000 430 000	NEOACT 600 PCS Building Blocks Connect Tr	\$23.99		
		PO#: 49863	Voucher #: 105492	Invoice	Invoice No: 1WYM-7R7J-KMRL	4/11/2024	Paid Amt:	\$98.78	
				E 01	100 204 000 430 000	PicassoTiles Magnet Cube Building Block 108	\$69.30		
		PO#: 49928	Voucher #: 105663	Invoice	Invoice No: 1YJL-D4LC-QKXQ	4/11/2024	Paid Amt:	\$69.30	
				E 01	300 720 000 401 000	1000 Pieces Multicolor Paper Cups 5 oz Moutl	\$36.99		
				E 01	300 720 000 401 000	Reginary 20 Pieces Boho Cosmetic Bag for W	\$34.98		
				E 01	300 720 000 401 000	Huggies Natural Care Sensitive Baby Wipes, l	\$35.92		
		PO#: 49907	Voucher #: 105664	Invoice	Invoice No: 17WP-NWD1-MGFG	4/11/2024	Paid Amt:	\$107.89	
				E 01	100 201 000 430 000	Folkmanis Worm in Apple Finger Puppet, Red	\$14.39		
				E 01	100 201 000 401 000	Elmer's All Purpose School Glue Sticks, Wash	\$7.86		
				E 01	100 201 000 401 000	6inch Vinly Floor Stickers Floor Dots for Class	\$25.58		
		PO#: 49925	Voucher #: 105665	Invoice	Invoice No: 1VNV-JN1H-H1JF	4/11/2024	Paid Amt:	\$47.83	
				E 01	100 201 000 401 000	Sticky Notes 3x3	\$16.95		
				E 01	100 201 000 430 000	My First Flash Cards	\$28.99		
				E 01	100 201 000 430 000	Super Words - CVC builder	\$19.99		
				E 01	100 201 000 430 000	ThinkFun Zingo - Word Builder	\$20.47		
				E 01	100 201 000 430 000	ThinkFun Zingo - 1-2-3	\$18.71		
				E 01	100 201 000 430 000	Chichalk Hexagonal Building Blocks	\$17.99		
				E 01	100 201 000 430 000	KASHIAOTE Gears 20 Interlocking Learning Set	\$18.99		
				E 01	100 201 000 430 000	Metal Stapler	\$13.99		

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86694	14911	REMIT	AMAZON CAPITAL SERVICES		Check		
				E 01	100 201 000 430 000	JOYIN 170Pcs Glowing Marble Run	\$41.97		
		PO#: 49915	Voucher #:	105666	Invoice	Invoice No: 1RTD-3MFK-KCL4	4/11/2024	Paid Amt:	\$198.05
				E 01	100 201 000 401 000	JARLINK 30 pack 10 color Zipper Mesh Pouch	\$9.49		
				E 01	100 201 000 430 000	Lolakee Juggling Scarves, 12pk	\$17.96		
				E 01	100 201 000 430 000	4pk LCD Writing Tablet	\$13.99		
				E 01	100 201 000 430 000	FUBAODA Kids 600pc Building Blocks Toy	\$18.99		
				E 01	100 201 000 430 000	TOMYOU 400pc Build Blocks	\$28.99		
		PO#: 49914	Voucher #:	105667	Invoice	Invoice No: 1KJN-XHHR-QPG9	4/11/2024	Paid Amt:	\$89.42
				E 01	100 205 000 430 000	coffee cups with lids	\$35.08		
				E 01	100 205 000 430 000	planting pots	\$11.89		
				E 01	100 205 000 430 000	48 Pack Multicolor Pen for Kids 6-in-1	\$33.46		
				E 01	100 205 000 401 000	Kraft bubble mailers envelopes	\$49.69		
				E 01	100 205 000 401 000	AAA batteries 200 pack	\$33.30		
				E 01	100 205 000 401 000	Painters tape - 1"	\$25.69		
		PO#: 49897	Voucher #:	105668	Invoice	Invoice No: 1LXL-FM7H-9FKC	4/11/2024	Paid Amt:	\$189.11
				E 01	100 205 000 430 000	Hanes Men's Double Tough Crew Socks, 12-P	\$44.94		
				E 01	100 205 000 401 000	Wrap Aluminum Foil, 100 Square Feet.	\$8.62		
				E 01	100 205 000 401 000	Gallon Food Storage Bags, 120 Count	\$12.22		
				E 01	100 205 000 401 000	Amazon Basics Freezer Quart Bags, 120 Cou	\$7.71		
				E 01	100 205 000 401 000	Samsill Economy 1 Inch 3 Ring Binder,Black, ;	\$55.90		
		PO#: 49896	Voucher #:	105669	Invoice	Invoice No: 1MQY-19NM-HTL7	4/11/2024	Paid Amt:	\$129.39
				E 01	100 201 000 430 000	Plus Plus Stem Blocks	\$15.29		
				E 01	100 201 000 430 000	Wooden dominoes, color	\$13.99		
				E 01	100 201 000 430 000	32 Piece Tetra Tower Stacking Game	\$13.99		
				E 01	100 201 000 430 000	Chutes and Ladders-Spiderman	\$14.99		
				E 01	100 201 000 430 000	Guess Who- Animal Friends	\$16.99		
				E 01	100 201 000 430 000	12 piece beach ball	\$19.78		
		PO#: 49895	Voucher #:	105670	Invoice	Invoice No: 1QXJ-HPQ4-H6J3	4/11/2024	Paid Amt:	\$95.03
				E 01	100 203 302 460 000	Bartholomew and the Oobleck	\$47.16		
				E 01	100 203 302 460 000	Wemberly Worried by Kevin Henkes	\$75.96		
				E 01	100 203 302 460 000	Chrysanthemum Hardcover – Picture Book, St	\$56.04		
				E 01	100 203 302 460 000	Owen by Kevin Henkes	\$49.16		
				E 01	100 203 302 460 000	Strega Nona	\$53.96		
				E 01	100 203 302 460 000	A Bad Case of Stripes	\$51.96		
				E 01	100 203 302 460 000	Our Principal Is a Wolf!: A QUIX Book Hardcov	\$67.96		
		PO#: 49864	Voucher #:	105671	Invoice	Invoice No: 1KFK-NGVX-33G7	30 4/11/2024	Paid Amt:	\$402.20
								Check Amount:	\$6,652.51

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86695	15900		ANDERSON ELECTRIC LLC		Check		
				E 01	005 865 370 350 000	Reconnect boiler pump at elementary		\$100.00	
	PO#:	49855	Voucher #:	105493	Invoice	Invoice No: 7908	4/11/2024	Paid Amt:	\$100.00
				E 01	005 812 000 350 000	replace breaker in elementary		\$130.00	
	PO#:	49909	Voucher #:	105494	Invoice	Invoice No: 7913	4/11/2024	Paid Amt:	\$130.00
								Check Amount:	\$230.00
0146	MB	86696	17367		ANDERSON, KELLY		Check		
				E 01	300 292 000 305 505	Fees For Services		\$75.00	
	PO#:		Voucher #:	105633	Invoice	Invoice No: 040924	4/11/2024	Paid Amt:	\$75.00
								Check Amount:	\$75.00
0146	MB	86697	10002	remit	ARAMARK		Check		
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$173.19	
	PO#:		Voucher #:	105495	Invoice	Invoice No: 2520356060	4/11/2024	Paid Amt:	\$173.19
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$173.19	
	PO#:		Voucher #:	105496	Invoice	Invoice No: 2520356061	4/11/2024	Paid Amt:	\$173.19
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$173.19	
	PO#:		Voucher #:	105497	Invoice	Invoice No: 2520363760	4/11/2024	Paid Amt:	\$173.19
				E 02	005 770 701 382 000	Laundry/Dry Cleaning		\$173.19	
	PO#:		Voucher #:	105498	Invoice	Invoice No: 2520363759	4/11/2024	Paid Amt:	\$173.19
								Check Amount:	\$692.76
0146	MB	86698	10685		BARNESVILLE BUS COMPANY, INC.		Check		
				E 01	005 105 000 305 000	Drug/Alcohol Tests		\$180.00	
	PO#:		Voucher #:	105500	Invoice	Invoice No: 8331	4/11/2024	Paid Amt:	\$180.00
				E 01	005 760 720 442 000	Gasoline		\$864.10	
				E 01	005 760 720 442 000	Gasoline		\$1,727.50	
	PO#:		Voucher #:	105501	Invoice	Invoice No: Mar 24 Fuel	4/11/2024	Paid Amt:	\$2,591.60
				E 04	005 582 344 360 000	Preschool Busing		\$2,850.00	
	PO#:		Voucher #:	105502	Invoice	Invoice No: Mar 24 Preschool	4/11/2024	Paid Amt:	\$2,850.00
				E 01	005 760 713 360 000	Open Enrollment Transportation		\$7,828.00	
	PO#:		Voucher #:	105503	Invoice	Invoice No: Mar 24 OE	4/11/2024	Paid Amt:	\$7,828.00
				E 01	005 760 723 350 000	Activity Bus Repairs		\$1,158.88	
	PO#:		Voucher #:	105504	Invoice	Invoice No: Activity Bus 4.24	4/11/2024	Paid Amt:	\$1,158.88
				E 01	300 296 733 360 513	GBB		\$328.50	
				E 01	300 218 388 360 000	Knowledge Bowl		\$740.50	
				E 01	300 298 733 360 000	PaY		\$274.00	
				E 01	300 259 733 360 000	Choir		\$358.50	
				E 01	300 258 733 360 000	Band	31	\$343.50	
				E 01	300 218 388 360 000	Econ Challenge		\$353.75	
				E 01	300 292 733 360 505	Track		\$328.50	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86698	10685		BARNESVILLE BUS COMPANY, INC.		Check		
				E 01	300 298 733 360 000 FFA			\$342.50	
	PO#:	Voucher #:	105505	Invoice	Invoice No: Mar 24 Xtra	4/11/2024	Paid Amt:		\$3,069.75
							Check Amount:		\$17,678.23
0146	MB	86699	10685		BARNESVILLE BUS COMPANY, INC.		Check		
				E 01	005 760 720 360 000 Monthly Fee			\$57,800.00	
	PO#:	Voucher #:	105499	Invoice	Invoice No: April 2024	4/11/2024	Paid Amt:		\$57,800.00
							Check Amount:		\$57,800.00
0146	MB	86700	12156		BARNESVILLE C-STORE		Check		
				E 01	005 760 733 442 000 Gasoline			\$4.84	
	PO#:	Voucher #:	105506	Invoice	Invoice No: 6217-2	4/11/2024	Paid Amt:		\$4.84
				E 01	005 760 733 442 000 Gasoline			\$38.00	
	PO#:	Voucher #:	105507	Invoice	Invoice No: 6558-2	4/11/2024	Paid Amt:		\$38.00
				E 01	005 760 733 442 000 Gasoline			\$65.70	
	PO#:	Voucher #:	105508	Invoice	Invoice No: 6496-1	4/11/2024	Paid Amt:		\$65.70
				E 01	005 760 733 442 000 Gasoline			\$43.78	
	PO#:	Voucher #:	105509	Invoice	Invoice No: 6748-1	4/11/2024	Paid Amt:		\$43.78
				E 01	005 760 733 442 000 Gasoline			\$60.31	
	PO#:	Voucher #:	105510	Invoice	Invoice No: 6899-1	4/11/2024	Paid Amt:		\$60.31
				E 01	005 760 733 442 000 Gasoline			\$8.35	
	PO#:	Voucher #:	105511	Invoice	Invoice No: 7444-2	4/11/2024	Paid Amt:		\$8.35
				E 01	005 760 733 442 000 Gasoline			\$30.59	
	PO#:	Voucher #:	105512	Invoice	Invoice No: 7093-1	4/11/2024	Paid Amt:		\$30.59
				E 01	005 760 733 442 000 Gasoline			\$68.02	
	PO#:	Voucher #:	105513	Invoice	Invoice No: 7814-1	4/11/2024	Paid Amt:		\$68.02
				E 01	005 760 733 442 000 Gasoline			\$44.60	
	PO#:	Voucher #:	105514	Invoice	Invoice No: 7859-1	4/11/2024	Paid Amt:		\$44.60
				E 01	005 760 733 442 000 Gasoline			\$32.67	
	PO#:	Voucher #:	105515	Invoice	Invoice No: 8042-1	4/11/2024	Paid Amt:		\$32.67
				E 01	005 760 733 442 000 Gasoline			\$72.02	
	PO#:	Voucher #:	105516	Invoice	Invoice No: 8250-1	4/11/2024	Paid Amt:		\$72.02
				E 01	005 760 733 442 000 Gasoline			\$47.87	
	PO#:	Voucher #:	105517	Invoice	Invoice No: 8833-2	4/11/2024	Paid Amt:		\$47.87
				E 01	005 760 733 442 000 Gasoline			\$48.91	
	PO#:	Voucher #:	105518	Invoice	Invoice No: 9176-1	4/11/2024	Paid Amt:		\$48.91
				E 01	005 760 733 442 000 Gasoline			\$63.55	
	PO#:	Voucher #:	105519	Invoice	Invoice No: 9795-20	4/11/2024	Paid Amt:		\$63.55
				E 01	005 760 733 442 000 Gasoline			\$35.08	
	PO#:	Voucher #:	105520	Invoice	Invoice No: 272-2	4/11/2024	Paid Amt:		\$35.08

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86700	12156		BARNESVILLE C-STORE		Check		
				E 01	005 760 733 442 000 Gasoline			\$69.01	
PO#:	Voucher #:	105521	Invoice		Invoice No: 338-2	4/11/2024	Paid Amt:	\$69.01	
				E 01	005 760 733 442 000 Gasoline			\$17.14	
PO#:	Voucher #:	105522	Invoice		Invoice No: 347-1	4/11/2024	Paid Amt:	\$17.14	
				E 01	005 760 733 442 000 Gasoline			\$52.12	
PO#:	Voucher #:	105523	Invoice		Invoice No: 394-1	4/11/2024	Paid Amt:	\$52.12	
				E 01	005 760 733 442 000 Gasoline			\$29.52	
PO#:	Voucher #:	105524	Invoice		Invoice No: 1344-2	4/11/2024	Paid Amt:	\$29.52	
				E 01	005 760 733 442 000 Gasoline			\$46.42	
PO#:	Voucher #:	105525	Invoice		Invoice No: 498-1	4/11/2024	Paid Amt:	\$46.42	
				E 01	005 760 733 442 000 Gasoline			\$47.02	
PO#:	Voucher #:	105526	Invoice		Invoice No: 1585-2	4/11/2024	Paid Amt:	\$47.02	
				E 01	005 760 733 442 000 Gasoline			\$40.66	
PO#:	Voucher #:	105527	Invoice		Invoice No: 665-1	4/11/2024	Paid Amt:	\$40.66	
				E 01	005 811 000 442 000 Gasoline			\$35.55	
PO#:	Voucher #:	105528	Invoice		Invoice No: 28-1	4/11/2024	Paid Amt:	\$35.55	
Check Amount:								\$1,001.73	
0146	MB	86701	10013		BARNESVILLE GROCERY		Check		
				E 01	300 331 830 433 000 Indiv Instruct Mat'l			\$281.43	
PO#:	Voucher #:	105529	Invoice		Invoice No: 7566	4/11/2024	Paid Amt:	\$281.43	
				E 01	300 250 000 430 000 Instructional Sup			\$134.96	
PO#:	Voucher #:	105530	Invoice		Invoice No: 1053	4/11/2024	Paid Amt:	\$134.96	
				E 01	300 250 000 430 000 Instructional Sup			\$78.41	
PO#:	Voucher #:	105531	Invoice		Invoice No: 111323	4/11/2024	Paid Amt:	\$78.41	
				E 01	005 110 000 401 000 General Supplies			\$5.37	
PO#:	Voucher #:	105532	Invoice		Invoice No: 3547	4/11/2024	Paid Amt:	\$5.37	
				R 01	300 299 000 619 000 Concessions Cost of Sales			\$20.74	
PO#:	Voucher #:	105533	Invoice		Invoice No: Mar 24 Conc	4/11/2024	Paid Amt:	\$20.74	
				E 02	005 770 701 490 000 Food			\$40.63	
PO#:	Voucher #:	105534	Invoice		Invoice No: Mar 24 FS	4/11/2024	Paid Amt:	\$40.63	
Check Amount:								\$561.54	
0146	MB	86702	10025		BARNESVILLE RECORD-REVIEW		Check		
				E 01	005 010 000 380 000 Bids Notice			\$312.00	
PO#:	Voucher #:	105535	Invoice		Invoice No: 033124	4/11/2024	Paid Amt:	\$312.00	
Check Amount:								\$312.00	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86703	16221		BIRCHWOOD GOLF COURSE		Check		
				E 01	300 294 000 401 504 range balls			\$18.00	
	PO#:	Voucher #:	105678	Invoice	Invoice No: 041124	4/11/2024	Paid Amt:	\$18.00	
							Check Amount:	\$18.00	
0146	MB	86704	17074		BLICK ART MATERIALS		Check		
				E 01	100 208 000 401 000 57231-2050 Swingline 747 Stapler - Black			\$23.75	
				E 01	100 208 000 401 000 Freight			\$9.95	
	PO#: 49865	Voucher #:	105536	Invoice	Invoice No: 2749978	4/11/2024	Paid Amt:	\$33.70	
							Check Amount:	\$33.70	
0146	MB	86706	10520		CLAY COUNTY AUDITOR -TREASURER		Check		
				E 01	005 850 302 896 000 Taxes/Special Assessments			\$1,813.00	
	PO#:	Voucher #:	105541	Invoice	Invoice No: 1149263-1	4/11/2024	Paid Amt:	\$1,813.00	
				E 01	005 850 302 896 000 Taxes/Special Assessments			\$8.00	
	PO#:	Voucher #:	105542	Invoice	Invoice No: 1120528	4/11/2024	Paid Amt:	\$8.00	
				E 01	005 850 302 896 000 Taxes/Special Assessments			\$60.00	
	PO#:	Voucher #:	105543	Invoice	Invoice No: 1141640	4/11/2024	Paid Amt:	\$60.00	
				E 01	005 850 302 896 000 Taxes/Special Assessments			\$70.00	
	PO#:	Voucher #:	105544	Invoice	Invoice No: 1127771	4/11/2024	Paid Amt:	\$70.00	
							Check Amount:	\$1,951.00	
0146	MB	86707	14047		CLAY COUNTY EXTENSION		Check		
				E 04	005 585 332 305 000 4H Art Club			\$336.00	
	PO#:	Voucher #:	105658	Invoice	Invoice No: 040824	4/11/2024	Paid Amt:	\$336.00	
							Check Amount:	\$336.00	
0146	MB	86708	16568		COCA-COLA BOTTLING COMPANY HIGH COUNTRY		Check		
				E 02	005 770 707 490 000 Food			\$184.50	
	PO#:	Voucher #:	105538	Invoice	Invoice No: 4687778	4/11/2024	Paid Amt:	\$184.50	
				E 02	005 770 707 490 000 Food			\$253.50	
	PO#:	Voucher #:	105539	Invoice	Invoice No: 4720269	4/11/2024	Paid Amt:	\$253.50	
							Check Amount:	\$438.00	
0146	MB	86709	16568		COCA-COLA BOTTLING COMPANY HIGH COUNTRY		Check		
				R 01	300 299 000 619 000 Concessions Cost of Sales			\$6.50	
	PO#:	Voucher #:	105537	Invoice	Invoice No: 4687779	4/11/2024	Paid Amt:	\$6.50	
							Check Amount:	\$6.50	
0146	MB	86710	17314		COMPLETE BOOK & MEDIA SUPPLY LLC		Check		
				E 01	100 203 302 460 000 9780395923924 Hooway for Wodney Wat			\$22.66	
	PO#: 49882	Voucher #:	105540	Invoice	Invoice No: 1747332	4/11/2024	Paid Amt:	\$22.66	
							Check Amount:	\$22.66	



Property Taxes

Barnesville Public Schools #146

Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86711	14803		DAKOTA REFRIGERATION		Check		
				E 01	005 813 000 350 000	replace thermostat wire and sensor		\$305.00	
	PO#: 49893	Voucher #: 105545		Invoice	Invoice No: F198578	4/11/2024	Paid Amt:	\$305.00	
								Check Amount:	\$305.00
0146	MB	86712	13625		DEAN'S AUTO REPAIR		Check		
				E 01	005 760 733 350 000	Oil change, van #7		\$64.01	
	PO#: 49910	Voucher #: 105546		Invoice	Invoice No: B2586	4/11/2024	Paid Amt:	\$64.01	
								Check Amount:	\$64.01
0146	MB	86713	13220		EARTHGRAINS BAKING CO. INC.		Check		
				E 02	005 770 701 490 000	Food		\$222.20	
	PO#:	Voucher #: 105547		Invoice	Invoice No: 52155690002951	4/11/2024	Paid Amt:	\$222.20	
				E 02	005 770 701 490 000	Food		\$92.46	
	PO#:	Voucher #: 105548		Invoice	Invoice No: 52155690002950	4/11/2024	Paid Amt:	\$92.46	
				E 02	005 770 701 490 000	Food		\$162.30	
	PO#:	Voucher #: 105549		Invoice	Invoice No: 52155690002915	4/11/2024	Paid Amt:	\$162.30	
				E 02	005 770 701 490 000	Food		\$68.92	
	PO#:	Voucher #: 105550		Invoice	Invoice No: 52155690002914	4/11/2024	Paid Amt:	\$68.92	
				E 02	005 770 701 490 000	Food		\$72.80	
	PO#:	Voucher #: 105551		Invoice	Invoice No: 52155690002874	4/11/2024	Paid Amt:	\$72.80	
				E 02	005 770 701 490 000	Food		\$140.00	
	PO#:	Voucher #: 105552		Invoice	Invoice No: 52155690002875	4/11/2024	Paid Amt:	\$140.00	
				E 02	005 770 701 490 000	Food		\$6.80	
	PO#:	Voucher #: 105553		Invoice	Invoice No: 52155690002876	4/11/2024	Paid Amt:	\$6.80	
				E 02	005 770 701 490 000	Food		\$198.40	
	PO#:	Voucher #: 105554		Invoice	Invoice No: 52155690002839	4/11/2024	Paid Amt:	\$198.40	
				E 02	005 770 701 490 000	Food		\$106.36	
	PO#:	Voucher #: 105555		Invoice	Invoice No: 52155690002838	4/11/2024	Paid Amt:	\$106.36	
				E 02	005 770 701 490 000	Food		\$20.40	
	PO#:	Voucher #: 105677		Invoice	Invoice No: 52155690002916	4/11/2024	Paid Amt:	\$20.40	
								Check Amount:	\$1,090.64
0146	MB	86714	10052		FARMERS COOPERATIVE OIL CO		Check		
				E 01	005 760 733 442 000	Gasoline		\$36.60	
	PO#:	Voucher #: 105556		Invoice	Invoice No: 8705-1	4/11/2024	Paid Amt:	\$36.60	
				E 01	005 760 733 442 000	Gasoline		\$38.20	
	PO#:	Voucher #: 105557		Invoice	Invoice No: 9951-1	4/11/2024	Paid Amt:	\$38.20	
				E 01	005 760 733 442 000	Gasoline		\$32.85	
	PO#:	Voucher #: 105558		Invoice	Invoice No: 307-1	35 4/11/2024	Paid Amt:	\$32.85	
				E 01	005 760 733 442 000	Gasoline		\$30.46	
	PO#:	Voucher #: 105559		Invoice	Invoice No: 5303-1	4/11/2024	Paid Amt:	\$30.46	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86714	10052		FARMERS COOPERATIVE OIL CO		Check
				E 01	005 810 000 442 000 Gasoline		\$70.05
PO#:	Voucher #:	105560	Invoice	Invoice No:	5490-1	4/11/2024	Paid Amt: \$70.05
							Check Amount: \$208.16
0146	MB	86715	10060		FUCHS SANITATION, INC		Check
				E 01	005 810 000 330 000 Garbage		\$1,205.83
PO#:	Voucher #:	105561	Invoice	Invoice No:	126637	4/11/2024	Paid Amt: \$1,205.83
							Check Amount: \$1,205.83
0146	MB	86716	16539		GENERAL PARTS LLC		Check
				E 02	005 770 701 350 000 Repair on Combi oven at elementary		\$459.43
PO#: 49894	Voucher #:	105563	Invoice	Invoice No:	6493413	4/11/2024	Paid Amt: \$459.43
							Check Amount: \$459.43
0146	MB	86717	13692		GRABOW, SHARI		Check
				R 01	300 298 000 050 000 Refund		\$25.00
PO#:	Voucher #:	105660	Invoice	Invoice No:	040924	4/11/2024	Paid Amt: \$25.00
							Check Amount: \$25.00
0146	MB	86718	17709		HARRY'S PIZZA LLC		Check
				R 01	300 299 000 619 000 Concessions Cost of Sales		\$567.00
PO#:	Voucher #:	105564	Invoice	Invoice No:	63489	4/11/2024	Paid Amt: \$567.00
				R 01	300 299 000 619 000 Concessions Cost of Sales		\$399.00
PO#:	Voucher #:	105565	Invoice	Invoice No:	73565	4/11/2024	Paid Amt: \$399.00
							Check Amount: \$966.00
0146	MB	86719	17355		HILLYARD/HUTCHINSON		Check
				E 01	005 810 000 410 000 Toilet paper		\$1,664.80
PO#: 49856	Voucher #:	105566	Invoice	Invoice No:	605425511	4/11/2024	Paid Amt: \$1,664.80
				E 01	005 810 000 410 000 Return		\$1,664.80
PO#:	Voucher #:	105567	Credit	Invoice No:	800677864	4/11/2024	Paid Amt: (\$1,664.80)
				E 01	005 810 000 410 000 paper towels		\$1,455.00
PO#: 49856	Voucher #:	105568	Invoice	Invoice No:	605426744	4/11/2024	Paid Amt: \$1,455.00
							Check Amount: \$1,455.00
0146	MB	86720	10825		HUGHES, TRAVIS		Check
				E 01	300 294 000 305 507 Fees For Services		\$140.00
PO#:	Voucher #:	105634	Invoice	Invoice No:	040924	4/11/2024	Paid Amt: \$140.00
							Check Amount: \$140.00
0146	MB	86721	14762	hs	INDEPENDENT SCHOOL DIST #544		Check
				E 01	300 292 000 369 505 Entry Fees/Student Travel		\$300.00
PO#:	Voucher #:	105597	Invoice	Invoice No:	040424	4/11/2024	Paid Amt: \$300.00
							Check Amount: \$300.00

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86722	15388	remit	INNOVATIVE OFFICE SOLUTIONS LLC		Check
				E 01	100 208 000 401 000 DMR97754900 PAPER,CARDSTOCK,110LB,(\$40.35
				E 01	100 208 000 401 000 ACC71504 FASTENER,BRASS,1",RND HD		\$20.42
PO#: 49867	Voucher #:	105672	Invoice		Invoice No: IN4502543	4/11/2024	Paid Amt: \$60.77
			E 01	100 205 000 401 000	MMM667 TAPE,REMOVE .75X400,CR		\$24.60
			E 01	100 205 000 401 000	Freight		\$3.00
PO#: 49899	Voucher #:	105679	Invoice		Invoice No: IN4505074	4/11/2024	Paid Amt: \$27.60
			E 01	100 201 000 430 000	CYO541216051 PAINT,16 OZ TEMPRA,BK		\$13.50
PO#: 49898	Voucher #:	105680	Invoice		Invoice No: IN4507815	4/11/2024	Paid Amt: \$13.50
			E 01	100 201 000 430 000	CYO541216053 PAINT,16 OZ TEMPRA,WHT		\$13.50
			E 01	100 201 000 430 000	EPIE1326 GLUE,ALL,WHT,1GL		\$24.52
PO#: 49898	Voucher #:	105681	Invoice		Invoice No: IN4505073	4/11/2024	Paid Amt: \$38.02
			E 01	300 211 000 401 000	PAC63000 PAPER,36X1000,LT DUO,WE		\$55.30
			E 01	300 211 000 401 000	NSN3857560 7530013857560,NOTE,NE		\$10.25
PO#: 49824	Voucher #:	105569	Invoice		Invoice No: IN4487564	4/11/2024	Paid Amt: \$65.55
			E 01	100 208 000 401 000	FEL52326 BINDING,PLAS,1/2,100PK,BK		\$28.20
			E 01	100 208 000 401 000	SAN1921061 MARKER,EXPO,LOWCHISEL,A		\$43.99
			E 01	100 208 000 401 000	SAN1920940 MARKER,EXPO,LOW CHISEL,I		\$41.16
			E 01	100 208 000 401 000	STD13247C144A6 PENCIL,PENCIL HB #2,YL		\$16.70
			E 01	100 208 000 401 000	AVE23591 HIGHLIGHTER,PEN STYLE,FLYL		\$5.64
			E 01	100 208 000 401 000	PAP70520 ERASER,PENCIL,MED,PK PERL		\$11.47
PO#: 49866	Voucher #:	105570	Invoice		Invoice No: IN4499424	4/11/2024	Paid Amt: \$147.16
			E 01	100 208 000 401 000	AVE18160 LABEL,ADDRESS,30UP,10		\$5.63
			E 01	100 208 000 401 000	CYO501402 CHALK,ANTI-DUST,12/BX,WHT		\$0.59
PO#: 49866	Voucher #:	105571	Invoice		Invoice No: IN4502541	4/11/2024	Paid Amt: \$6.22
			E 01	100 208 000 401 000	FEL8032701 DISPENSER,TAPE,BKSV		\$10.44
			E 01	100 208 000 401 000	BOSB660BK STAPLER,FULL STRIP,BK		\$19.83
			E 01	100 208 000 401 000	ROL1746466 ORGANIZER,MESH PENCIL,Bk		\$44.07
PO#: 49883	Voucher #:	105572	Invoice		Invoice No: IN4502550	4/11/2024	Paid Amt: \$74.34
			E 01	100 201 000 430 000	PAC103049 PAPER,CONST,12X18,RBE		\$12.96
			E 01	100 201 000 430 000	PAC103039 PAPER,CONST,12X18,TE		\$8.64
			E 01	100 201 000 430 000	PAC103056 PAPER,CONST,12X18,DKBN		\$8.64
			E 01	100 201 000 430 000	PAC103034 PAPER,CONST.76#,50/PK,OE		\$8.64
			E 01	100 201 000 430 000	PAC103048 PAPER,CNST12X18,50PK,SKBE		\$12.96
			E 01	100 201 000 430 000	PAC103425 PAPER,CONST,12X18,BRLNTLE		\$4.32
			E 01	100 201 000 401 000	UNV21121 PROTECTOR,SHT,STD,100		\$5.29
PO#: 49868	Voucher #:	105573	Invoice		Invoice No: IN4499426	37 4/11/2024	Paid Amt: \$61.45
			E 01	100 208 000 401 000	DURDL2032BPK BATTERY,LITHIUM,3V		\$39.58
PO#: 49867	Voucher #:	105574	Invoice		Invoice No: IN4499425	4/11/2024	Paid Amt: \$39.58

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86722	15388	remit	INNOVATIVE OFFICE SOLUTIONS LLC		Check		
				E 01	100 205 000 401 000	CYO542016042 PAINT,WSHBL,16OZ,BE		\$7.08	
				E 01	100 205 000 401 000	TPG13210 MAGNET,PEOPLE CLIP,10,AST		\$12.00	
	PO#: 49851	Voucher #: 105575		Invoice	Invoice No: IN4496136	4/11/2024	Paid Amt:		\$19.08
				E 01	100 205 000 401 000	MMM810723PK TAPE,1X2592, 3 PK,CR		\$23.80	
				E 01	100 205 000 401 000	UNV72220BX CLIP,JUMBO,SMOOTH,100BX		\$2.25	
	PO#: 49851	Voucher #: 105576		Invoice	Invoice No: IN4493640	4/11/2024	Paid Amt:		\$26.05
				E 01	100 207 000 430 000	PAC103039 PAPER,CONST,12X18,TE		\$43.20	
				E 01	100 207 000 430 000	PAC103041 PAPER,CONST,12X18,VL		\$43.20	
				E 01	100 207 000 430 000	PAC103049 PAPER,CONST,12X18,RBE		\$43.20	
				E 01	100 207 000 430 000	PAC103051 PAPER,CONST,12X18,PE		\$43.20	
				E 01	100 207 000 430 000	PAC103032 PAPER,CONST,12X18,MA		\$21.60	
	PO#: 49922	Voucher #: 105635		Invoice	Invoice No: IN4509041	4/11/2024	Paid Amt:		\$194.40
							Check Amount:		\$773.72
0146	MB	86723	12128	REMIT	JOSTENS		Check		
				E 01	300 211 000 432 000	Diplomas		\$457.38	
				E 01	300 211 000 432 000	Diploma Covers		\$591.36	
				E 01	300 211 000 432 000	Freight		\$51.90	
	PO#: 49754	Voucher #: 105578		Invoice	Invoice No: 33699784	4/11/2024	Paid Amt:		\$1,100.64
							Check Amount:		\$1,100.64
0146	MB	86724	12685	REMIT	JW PEPPER & SON INC.		Check		
				E 01	300 258 000 430 000	#11397745F Dos Oruguitas accomp MP3		\$28.80	
	PO#: 49858	Voucher #: 105579		Invoice	Invoice No: 366328414	4/11/2024	Paid Amt:		\$28.80
							Check Amount:		\$28.80
0146	MB	86725	16348	remit	KEMPS LLC		Check		
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$253.30	
				E 02	005 770 701 490 000	Food		\$23.60	
	PO#:	Voucher #: 105580		Invoice	Invoice No: 5117499	4/11/2024	Paid Amt:		\$276.90
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$320.25	
	PO#:	Voucher #: 105581		Invoice	Invoice No: 5112727	4/11/2024	Paid Amt:		\$320.25
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$151.40	
	PO#:	Voucher #: 105582		Invoice	Invoice No: 5111972	4/11/2024	Paid Amt:		\$151.40
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$633.30	
	PO#:	Voucher #: 105583		Invoice	Invoice No: 5100482	4/11/2024	Paid Amt:		\$633.30
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$690.05	
	PO#:	Voucher #: 105584		Invoice	Invoice No: 5088875	4/11/2024	Paid Amt:		\$690.05
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$652.20	
	PO#:	Voucher #: 105585		Invoice	Invoice No: 5077024	4/11/2024	Paid Amt:		\$652.20

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86725	16348	remit	KEMPS LLC		Check		
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$289.70	
PO#:	Voucher #:	105586		Invoice	Invoice No: 5104965	4/11/2024	Paid Amt:	\$289.70	
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$193.60	
PO#:	Voucher #:	105587		Invoice	Invoice No: 5105830	4/11/2024	Paid Amt:	\$193.60	
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$180.50	
PO#:	Voucher #:	105588		Invoice	Invoice No: 5088212	4/11/2024	Paid Amt:	\$180.50	
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$101.90	
PO#:	Voucher #:	105589		Invoice	Invoice No: 5069957	4/11/2024	Paid Amt:	\$101.90	
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$176.15	
				E 02	005 770 701 490 000	Food		\$23.60	
PO#:	Voucher #:	105590		Invoice	Invoice No: 5081065	4/11/2024	Paid Amt:	\$199.75	
				E 02	005 770 710 495 000	Milk (Supply Chain Assistance Funds)		\$167.35	
				R 01	300 299 000 619 000	Concessions Cost of Sales		\$220.49	
				E 02	005 770 701 495 000	Milk		\$11.70	
PO#:	Voucher #:	105591		Invoice	Invoice No: 5076294	4/11/2024	Paid Amt:	\$399.54	
				E 02	005 770 701 490 000	Food		\$23.60	
PO#:	Voucher #:	105592		Invoice	Invoice No: 5100960	4/11/2024	Paid Amt:	\$23.60	
				E 02	005 770 701 495 000	Milk		\$195.34	
				E 02	005 770 701 490 000	Food		\$23.60	
PO#:	Voucher #:	105593		Invoice	Invoice No: 5093127	4/11/2024	Paid Amt:	\$218.94	
				E 02	005 770 701 495 000	Milk		\$139.75	
				E 02	005 770 701 490 000	Food		\$23.60	
PO#:	Voucher #:	105594		Invoice	Invoice No: 5092684	4/11/2024	Paid Amt:	\$163.35	
				E 02	005 770 701 495 000	Milk		\$136.85	
				E 02	005 770 701 490 000	Food		\$23.60	
PO#:	Voucher #:	105595		Invoice	Invoice No: 5083206	4/11/2024	Paid Amt:	\$160.45	
								Check Amount:	\$4,655.43
0146	MB	86726	14364		KENNEDY & GRAVEN, CHARTERED		Check		
				E 01	005 105 000 305 000	Retirement Incentive Agreement		\$1,000.00	
PO#:	Voucher #:	105596		Invoice	Invoice No: 180501	4/11/2024	Paid Amt:	\$1,000.00	
								Check Amount:	\$1,000.00
0146	MB	86727	10190	remit	LAKE AGASSIZ EDUCATION COOPERATIVE		Check		
				E 01	200 420 740 396 000	Sp Ed Sal Pur F Other D		\$10,417.89	
				E 01	200 401 740 396 000	Sp Ed Sal Pur F Other D		\$2,856.49	
				E 01	200 404 740 396 000	Sp Ed Sal Pur F Other D		\$106.78	
				E 01	200 406 740 396 000	Sp Ed Sal Pur F Other D		\$204.23	
				E 01	100 720 374 316 000	Licensed Social Worker		\$5,359.60	
PO#:	Voucher #:	105598		Invoice	Invoice No: March 2024	4/11/2024	Paid Amt:	\$18,944.99	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0146	MB	86727	10190	remit	LAKE AGASSIZ EDUCATION COOPERATIVE		Check	
				E 01	200 420 740 396 000 Sp Ed Sal Pur F Other D			\$10,417.89
				E 01	200 401 740 396 000 Sp Ed Sal Pur F Other D			\$2,856.49
				E 01	200 404 740 396 000 Sp Ed Sal Pur F Other D			\$106.78
				E 01	200 406 740 396 000 Sp Ed Sal Pur F Other D			\$204.23
				E 01	100 720 374 316 000 Licensed Social Worker			\$5,359.60
PO#:	Voucher #:	105599	Invoice	Invoice No:	April 2024	4/11/2024	Paid Amt:	\$18,944.99
							Check Amount:	\$37,889.98
0146	MB	86728	11345	REMIT	LAKESHORE LEARNING MATERIALS LLC		Check	
				E 01	100 208 000 401 000 LC511GR LC511GR - Flex-Space Wobble Cus			\$71.22
				E 01	100 208 000 401 000 LC405GA LC405GA - Flex-Space Washable C			\$199.47
PO#: 49869	Voucher #:	105600	Invoice	Invoice No:	352086032824	4/11/2024	Paid Amt:	\$270.69
				E 01	100 201 000 401 000 GA256 Magnetic Tape Dispenser			\$9.49
				E 01	100 201 000 430 000 LM392 Splash! CVC Words Game			\$11.39
PO#: 49870	Voucher #:	105601	Invoice	Invoice No:	352087032824	4/11/2024	Paid Amt:	\$20.88
							Check Amount:	\$291.57
0146	MB	86729	17662		LATEBLOOMER MICROGREENS		Check	
				E 02	005 770 701 490 000 Food			\$70.00
PO#:	Voucher #:	105602	Invoice	Invoice No:	000103	4/11/2024	Paid Amt:	\$70.00
							Check Amount:	\$70.00
0146	MB	86730	14637		LOCKSHOP		Check	
				E 01	005 812 000 350 000 repair lock to N. Strand's room			\$202.50
PO#: 49911	Voucher #:	105603	Invoice	Invoice No:	0000276268	4/11/2024	Paid Amt:	\$202.50
							Check Amount:	\$202.50
0146	MB	86731	13597	remit	MARCO TECHNOLOGIES LLC		Check	
				E 01	100 203 000 401 000 KONICA SK-602 (CORNER & BOOKLET) ST/			\$98.04
				E 01	100 203 000 401 000 Freight			\$8.71
PO#: 49833	Voucher #:	105610	Invoice	Invoice No:	INV12291543	4/11/2024	Paid Amt:	\$106.75
							Check Amount:	\$106.75
0146	MB	86732	17278		MENARDS		Check	
				E 01	005 810 000 410 000 safety goggles			\$9.95
				E 01	005 810 000 410 000 9/16" wrench			\$3.97
PO#: 49842	Voucher #:	105605	Invoice	Invoice No:	91099	4/11/2024	Paid Amt:	\$13.92
				E 01	005 810 000 350 000 Anchor bolts, weight room equip.			\$84.80
PO#: 49947	Voucher #:	105606	Invoice	Invoice No:	92265	4/11/2024	Paid Amt:	\$84.80
							Check Amount:	\$98.72

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86733	17668		MISSION MECHANICAL INC		Check		
				E 01	005 865 380 350 000	Replace and install new boiler pump on boiler		\$10,304.00	
		PO#: 49708	Voucher #: 105609	Invoice	Invoice No: jc240146	4/11/2024	Paid Amt:	\$10,304.00	
							Check Amount:	\$10,304.00	
0146	MB	86734	11039		MN ST COMMUNITY/TECH COLLEGE		Check		
				E 01	998 790 000 390 000	e campus college		\$24,160.00	
				E 01	998 790 000 390 000	Inclusive Access Fee		\$520.98	
		PO#:	Voucher #: 105607	Invoice	Invoice No: 00872901	4/11/2024	Paid Amt:	\$24,680.98	
				E 01	998 790 000 390 000	Srping Concurrent CHEM 111 General Chemis		\$3,000.00	
				E 01	998 790 000 390 000	Spring Concurrent College Trigonometry		\$3,000.00	
		PO#:	Voucher #: 105608	Invoice	Invoice No: 00872859	4/11/2024	Paid Amt:	\$6,000.00	
							Check Amount:	\$30,680.98	
0146	MB	86735	13888		MOORHEAD HIGH SCHOOL		Check		
				E 01	300 218 388 369 000	Entry Fees/Student Travel		\$160.00	
		PO#:	Voucher #: 105604	Invoice	Invoice No: 040924	4/11/2024	Paid Amt:	\$160.00	
							Check Amount:	\$160.00	
0146	MB	86736	10452	remit	NAPA CENTRAL		Check		
				E 01	005 760 733 401 000	WIPER BLADES		\$29.98	
		PO#:	Voucher #: 105612	Invoice	Invoice No: 402329	4/11/2024	Paid Amt:	\$29.98	
				E 01	005 760 733 401 000	gasket maker		\$11.99	
		PO#:	Voucher #: 105613	Invoice	Invoice No: 402077	4/11/2024	Paid Amt:	\$11.99	
							Check Amount:	\$41.97	
0146	MB	86737	12074		NW LINKS		Check		
				E 01	005 108 311 320 000	FY 24 Quarterly Network Cost		\$3,483.64	
		PO#:	Voucher #: 105611	Invoice	Invoice No: 13969	4/11/2024	Paid Amt:	\$3,483.64	
							Check Amount:	\$3,483.64	
0146	MB	86738	12076	remit	PREMIUM WATERS - FARGO		Check		
				E 01	005 720 000 401 000	General Supplies		\$144.18	
		PO#:	Voucher #: 105615	Invoice	Invoice No: 502958-03-24	4/11/2024	Paid Amt:	\$144.18	
							Check Amount:	\$144.18	
0146	MB	86739	12663	remit	REALLY GOOD STUFF LLC		Check		
				E 01	100 205 000 460 000	162953 Homework Tri Fold 3 Pocket Folders		\$305.83	
				E 01	100 205 000 460 000	160816 Work In Progress 4 Pocket Folders 1		\$305.83	
		PO#: 49891	Voucher #: 105630	Invoice	Invoice No: 8489451	4/11/2024	Paid Amt:	\$611.66	
				E 01	100 205 000 401 000	169166 Excellerations Magnetic Wands Set c		\$71.22	
				E 01	100 205 000 401 000	142781 Happy Birthday Pencils set of 12 per		\$9.48	
				E 01	100 205 000 401 000	173999 Really Good Stuff Monthly Calendar P		\$14.24	
		PO#: 49872	Voucher #: 105631	Invoice	Invoice No: 8487172	4/11/2024	Paid Amt:	\$94.94	



Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86739	12663	remit	REALLY GOOD STUFF LLC		Check		
				E 01	100 208 000 401 000	172767 Really Good Stuff White 27 Slot Mail C		\$430.57	
	PO#: 49871	Voucher #: 105632		Invoice	Invoice No: 8487171	4/11/2024		Paid Amt: \$430.57	
								Check Amount: \$1,137.17	
0146	MB	86740	12141		REGION 6A, MSHSL		Check		
				E 01	300 298 000 369 000	Entry Fees/Student Travel		\$200.00	
	PO#:	Voucher #: 105673		Invoice	Invoice No: 041024	4/11/2024		Paid Amt: \$200.00	
								Check Amount: \$200.00	
0146	MB	86741	10166		REGION I		Check		
				E 01	005 110 000 316 000	Data Processing Svcs		\$2,448.17	
				E 01	005 110 302 316 000	Data Processing Svcs		\$2,081.94	
	PO#:	Voucher #: 105628		Invoice	Invoice No: 13875	4/11/2024		Paid Amt: \$4,530.11	
								Check Amount: \$4,530.11	
0146	MB	86742	17471		REINHART FOODSERVICE LLC		Check		
				E 02	005 770 701 490 000	Food		\$1,721.50	
				E 02	005 770 705 490 000	Breakfast Food		\$1,125.84	
	PO#:	Voucher #: 105614		Invoice	Invoice No: 968577	4/11/2024		Paid Amt: \$2,847.34	
				E 02	005 770 701 490 000	Commodities		\$42.00	
	PO#:	Voucher #: 105616		Invoice	Invoice No: 968082	4/11/2024		Paid Amt: \$42.00	
				E 04	005 509 321 490 000	KC Snacks		\$464.62	
	PO#:	Voucher #: 105617		Invoice	Invoice No: 968575	4/11/2024		Paid Amt: \$464.62	
				E 02	005 770 701 490 000	Food		\$2,425.09	
				E 02	005 770 705 490 000	Breakfast Food		\$414.51	
				E 02	005 770 707 490 000	Food		\$119.90	
				E 02	005 770 701 401 000	General Supplies		\$121.37	
	PO#:	Voucher #: 105618		Invoice	Invoice No: 968578	4/11/2024		Paid Amt: \$3,080.87	
				R 01	300 299 000 619 000	Concessions Cost of Sales		\$762.06	
	PO#:	Voucher #: 105619		Invoice	Invoice No: 968576	4/11/2024		Paid Amt: \$762.06	
				E 02	005 770 701 490 000	Commodities		\$257.25	
	PO#:	Voucher #: 105620		Invoice	Invoice No: 958173	4/11/2024		Paid Amt: \$257.25	
				E 02	005 770 701 490 000	Food		\$1,314.86	
				E 02	005 770 705 490 000	Breakfast Food		\$296.06	
				E 02	005 770 707 490 000	Food		\$167.60	
				E 02	005 770 701 401 000	General Supplies		\$90.44	
	PO#:	Voucher #: 105621		Invoice	Invoice No: 960723	4/11/2024		Paid Amt: \$1,868.96	
				E 02	005 770 701 490 000	Food		\$1,923.35	
				E 02	005 770 705 490 000	Breakfast Food	42	\$542.45	
				E 02	005 770 701 401 000	General Supplies		\$221.89	
	PO#:	Voucher #: 105622		Invoice	Invoice No: 960724	4/11/2024		Paid Amt: \$2,687.69	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86742	17471		REINHART FOODSERVICE LLC		Check		
				E 02	005 770 701 490 000	Commodities		\$189.00	
PO#:		Voucher #:	105623	Invoice	Invoice No: 953210	4/11/2024	Paid Amt:	\$189.00	
				E 02	005 770 701 490 000	Food		\$858.76	
				E 02	005 770 705 490 000	Breakfast Food		\$851.43	
PO#:		Voucher #:	105624	Invoice	Invoice No: 953216	4/11/2024	Paid Amt:	\$1,710.19	
				E 02	005 770 701 490 000	Food		\$2,523.18	
				E 02	005 770 705 490 000	Breakfast Food		\$175.15	
				E 02	005 770 707 490 000	Food		\$159.06	
				E 02	005 770 701 401 000	General Supplies		\$133.35	
PO#:		Voucher #:	105625	Invoice	Invoice No: 953217	4/11/2024	Paid Amt:	\$2,990.74	
				E 02	005 770 701 490 000	Food		\$2,411.96	
				E 02	005 770 705 490 000	Breakfast Food		\$459.43	
				E 02	005 770 707 490 000	Food		\$176.05	
PO#:		Voucher #:	105626	Invoice	Invoice No: 945422	4/11/2024	Paid Amt:	\$3,047.44	
							Check Amount:	\$19,948.16	
0146	MB	86743	12265	remit	RENAISSANCE LEARNING INC.		Check		
				B 01	131 000	Fastbridge Subscription		\$8,359.82	
PO#: 49773		Voucher #:	105627	Invoice	Invoice No: INV5318451	4/11/2024	Paid Amt:	\$8,359.82	
							Check Amount:	\$8,359.82	
0146	MB	86744	17730	REMIT	RICKFORD RANCH LLC		Check		
				E 02	005 770 701 490 000	Food		\$3,622.50	
PO#:		Voucher #:	105629	Invoice	Invoice No: 336	4/11/2024	Paid Amt:	\$3,622.50	
							Check Amount:	\$3,622.50	
0146	MB	86745	11854	remit	SCHEEL'S		Check		
				E 01	300 240 000 350 000	Archery Repairs		\$232.00	
PO#: 49844		Voucher #:	105648	Invoice	Invoice No: 90300	4/11/2024	Paid Amt:	\$232.00	
							Check Amount:	\$232.00	
0146	MB	86746	12788	REMIT2	SCHOLASTIC INC BOOK CLUB		Check		
				E 01	100 203 302 460 000	3J7 Animals in Extreme Weather 3-Pack		\$63.96	
				E 01	100 203 302 460 000	1#915 Lilly's Purple Plastic Purse		\$52.00	
PO#: 49873		Voucher #:	105636	Invoice	Invoice No: 75562195	4/11/2024	Paid Amt:	\$115.96	
							Check Amount:	\$115.96	
0146	MB	86747	14022		SCHOOL NURSE SUPPLY, INC.		Check		
				E 01	300 720 000 401 000	Free Shipping		\$0.00	
				E 01	300 720 000 401 000	199 School Nurse Supply Microkey		\$0.00	
				E 01	300 720 000 401 000	18110 Bacitracin Ointment		\$3.20	
				E 01	300 720 000 401 000	22020 First Aid Burn Cream		\$9.58	

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Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86747	14022		SCHOOL NURSE SUPPLY, INC.		Check		
				E 01	300 720 000 401 000	56010 Ticked Off		\$8.98	
				E 01	300 720 000 401 000	25378 ADC Metalite II Reusable Penlight-Blac		\$9.00	
				E 01	300 720 000 401 000	21400 SNS Splinter Out		\$10.47	
				E 01	300 720 000 401 000	37525 Pill Envelopes		\$29.95	
				E 01	300 720 000 401 000	4459 Johnson and Johnson Antiseptic		\$5.49	
				E 01	300 720 000 401 000	5436 CareBAND Flexible Fabric		\$125.00	
	PO#: 49908	Voucher #:	105637	Invoice	Invoice No: 0999597-IN	4/11/2024		Paid Amt:	\$201.67
								Check Amount:	\$201.67
0146	MB	86748	11245	REMIT	SCHOOL SPECIALTY LLC		Check		
				E 01	300 211 000 401 000	1446368 Safco Onyx Triple Letter Tray, 9-1/4 x		\$91.12	
				E 01	300 211 000 401 000	1434787 Scotch Commercial-Grade Shipping		\$43.35	
				E 01	300 211 000 401 000	2021635 Command Wire Toggle Hooks, Medi		\$51.99	
	PO#: 49799	Voucher #:	105638	Invoice	Invoice No: 308104478514	4/11/2024		Paid Amt:	\$186.46
				E 01	100 208 000 401 000	1570797 Storex Large Interlocking Book Bin, 1		\$95.40	
	PO#: 49885	Voucher #:	105639	Invoice	Invoice No: 208133906588	4/11/2024		Paid Amt:	\$95.40
				E 01	100 205 000 430 000	085620 School Smart Paper Bag, Flat Bottom		\$19.43	
				E 01	100 205 000 401 000	2047964 Paper Mate Flair Felt Tip Pens, 0.7 n		\$19.04	
				E 01	100 205 000 401 000	1597412 Trend Enterprises Happy Birthday Ce		\$5.39	
				E 01	100 205 000 430 000	1334983 Creative Teaching Press Dots on Bla		\$14.28	
				E 01	100 205 000 401 000	040722 Highland 6200 Invisible Tape, 0.50 Inc		\$12.30	
				E 01	100 205 000 430 000	1006764 Tru-Ray Sulphite Construction Paper		\$8.37	
				E 01	100 205 000 430 000	054036 Tru-Ray Sulphite Construction Paper, 1		\$2.79	
				E 01	100 205 000 430 000	053970 Tru-Ray Sulphite Construction Paper, 1		\$2.79	
				E 01	100 205 000 430 000	053964 Tru-Ray Sulphite Construction Paper, 1		\$2.79	
				E 01	100 205 000 430 000	054027 Tru-Ray Sulphite Construction Paper, 1		\$2.79	
				E 01	100 205 000 430 000	216775 Tru-Ray Sulphite Construction Paper, 1		\$2.79	
				E 01	100 205 000 430 000	054411 Tru-Ray Sulphite Construction Paper, 1		\$2.79	
				E 01	100 205 000 430 000	053997 Tru-Ray Sulphite Construction Paper, 1		\$2.79	
				E 01	100 205 000 430 000	054069 Tru-Ray Sulphite Construction Paper, 1		\$4.93	
	PO#: 49876	Voucher #:	105640	Invoice	Invoice No: 308104485561	4/11/2024		Paid Amt:	\$103.27
								Check Amount:	\$385.13
0146	MB	86749	15457	remit	SHI SOFTWARE		Check		
				E 01	005 612 000 405 000	M365 Microsoft Subscription AAD-38391		\$4,144.00	
	PO#: 49886	Voucher #:	105641	Invoice	Invoice No: B18134562	4/11/2024		Paid Amt:	\$4,144.00
								Check Amount:	\$4,144.00

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86750	14334		SIGN POST		Check
				E 01	300 292 000 401 505	Lettering for Record Board	\$58.79
	PO#: 49917	Voucher #: 105674		Invoice	Invoice No: 6384	4/11/2024	Paid Amt: \$58.79
							Check Amount: \$58.79
0146	MB	86751	13919		SPANISH		Check
				E 01	300 299 000 305 000	Fees For Services	\$251.91
	PO#:	Voucher #: 105657		Invoice	Invoice No: 040924	4/11/2024	Paid Amt: \$251.91
							Check Amount: \$251.91
0146	MB	86752	10140		STEIN'S INC		Check
				E 01	005 810 000 410 000	Return	\$158.30
	PO#:	Voucher #: 105642		Credit	Invoice No: 936426	4/11/2024	Paid Amt: (\$158.30)
				E 01	005 810 000 410 000	chair pads, lunch room	\$81.24
	PO#: 49944	Voucher #: 105643		Invoice	Invoice No: 936070	4/11/2024	Paid Amt: \$81.24
				E 01	005 810 000 410 000	Hand sanitizer	\$230.94
				E 01	005 810 000 410 000	mop handle	\$87.78
				E 01	005 810 000 410 000	Laundry soap	\$104.78
				E 01	005 810 000 410 000	Mint bowl cleaner	\$48.38
				E 01	005 810 000 410 000	sanicare TBX	\$72.74
				E 01	005 810 000 410 000	can liner 60 gal	\$33.83
				E 01	005 810 000 410 000	can liner 33 gal	\$171.25
				E 01	005 810 000 410 000	can liner 29x44	\$18.16
				E 01	005 810 000 410 000	Freight	\$5.00
	PO#: 49892	Voucher #: 105644		Invoice	Invoice No: 935624	4/11/2024	Paid Amt: \$772.86
				E 01	005 810 000 410 000	Return	\$150.76
	PO#:	Voucher #: 105645		Credit	Invoice No: 935751	4/11/2024	Paid Amt: (\$150.76)
				E 01	005 810 000 410 000	vacuum bags	\$48.40
				E 01	005 865 352 401 000	Nitrile Gloves	\$43.87
				E 01	005 810 000 410 000	can liner 60 gal	\$33.83
				E 01	005 810 000 410 000	can liner grey	\$18.16
				E 01	005 810 000 410 000	can liner 12-16 gallon	\$95.52
				E 01	005 810 000 410 000	can liner 30x36	\$158.30
				E 01	005 810 000 410 000	freight	\$5.00
	PO#: 49912	Voucher #: 105646		Invoice	Invoice No: 935988	4/11/2024	Paid Amt: \$403.08
				E 01	005 810 000 410 000	can liner 24x32	\$47.76
				E 01	005 810 000 410 000	can liner 29x44	\$36.32
				E 01	005 810 000 410 000	can liner 33x40	\$57.12
				E 01	005 810 000 410 000	can liner 60 gal 45	\$33.83
				E 01	005 865 352 401 000	Large nitrile gloves	\$61.05
				E 01	005 865 352 401 000	extra large nitrile gloves	\$61.49

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor		Pmt/Void Date		Pmt Type
0146	MB	86752	10140		STEIN'S INC				Check
				E 01	005 810 000 410 000	Glass cleaner		\$81.34	
				E 01	005 810 000 410 000	wax bags		\$93.64	
				E 01	005 810 000 410 000	hand soap		\$115.47	
				E 01	005 810 000 410 000	spray bottles		\$23.04	
	PO#: 49860	Voucher #: 105647		Invoice	Invoice No: 935315		4/11/2024		Paid Amt: \$611.06
									Check Amount: \$1,559.18
0146	MB	86753	16215	remit	TEACHER SYNERGY LLC				Check
				E 01	300 220 000 430 000	Anne Frank Unit		\$8.95	
				E 01	300 220 000 430 000	The Giver Escape Room		\$8.49	
				E 01	300 220 000 430 000	Death of a Salesman Unit		\$17.50	
	PO#: 49937	Voucher #: 105661		Invoice	Invoice No: 262756603		4/11/2024		Paid Amt: \$34.94
				E 01	100 401 740 433 000	Simon's Cat Speech Therapy Sheets		\$56.00	
	PO#: 49931	Voucher #: 105662		Invoice	Invoice No: 262548682		4/11/2024		Paid Amt: \$56.00
									Check Amount: \$90.94
0146	MB	86754	16111		THE INN ON LAKE SUPERIOR				Check
				E 01	100 640 316 366 000	Hotel lodging - Hoyer - conference		\$327.12	
	PO#:	Voucher #: 105577		Invoice	Invoice No: 042424		4/11/2024		Paid Amt: \$327.12
									Check Amount: \$327.12
0146	MB	86755	10295		US FOODS				Check
				E 02	005 770 701 490 000	Food		\$291.36	
				E 02	005 770 701 401 000	General Supplies		\$333.36	
				E 02	005 770 705 490 000	Breakfast Food		\$267.56	
	PO#:	Voucher #: 105649		Invoice	Invoice No: 3454539		4/11/2024		Paid Amt: \$892.28
				E 02	005 770 701 490 000	Food		\$628.82	
				E 02	005 770 701 401 000	General Supplies		\$400.48	
				E 02	005 770 705 490 000	Breakfast Food		\$295.90	
	PO#:	Voucher #: 105650		Invoice	Invoice No: 3276198		4/11/2024		Paid Amt: \$1,325.20
				E 02	005 770 701 490 000	Food		\$379.02	
				E 02	005 770 701 401 000	General Supplies		\$188.26	
				E 02	005 770 705 490 000	Breakfast Food		\$191.54	
	PO#:	Voucher #: 105651		Invoice	Invoice No: 3088549		4/11/2024		Paid Amt: \$758.82
				E 02	005 770 701 490 000	Food		\$532.70	
				E 02	005 770 707 401 000	General Supplies		\$45.85	
				E 02	005 770 705 490 000	Breakfast Food		\$507.38	
	PO#:	Voucher #: 105652		Invoice	Invoice No: 5777221		4/11/2024		Paid Amt: \$1,085.93
									Check Amount: \$4,062.23

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86756	17051		WILKIN COUNTY AUDITOR-TREASURER		Check		
				E 01	005 850 302 896 000	Taxes/Special Assessments		\$54.00	
	PO#:	Voucher #:	105654	Invoice	Invoice No: 13488	4/11/2024	Paid Amt:	\$54.00	
							Check Amount:	\$54.00	
0146	MB	86757	17640		WOODBURN PRESS LLC		Check		
				E 01	300 710 000 430 000	How to Study Smart		\$48.95	
				E 01	300 710 000 430 000	How to Get Organized		\$48.95	
				E 01	300 710 000 430 000	Top 10 Ways to Improve Your Grades		\$48.95	
				E 01	300 710 000 430 000	Anxiety- Information and Coping Tips		\$48.95	
				E 01	300 710 000 430 000	Est Shipping Cost		\$17.62	
	PO#: 49847	Voucher #:	105653	Invoice	Invoice No: 2256	4/11/2024	Paid Amt:	\$213.42	
							Check Amount:	\$213.42	
0146	MB	86758	16972		XCEL ENERGY		Check		
				E 01	005 810 000 333 000	Natural Gas		\$2,689.55	
	PO#:	Voucher #:	105655	Invoice	Invoice No: 871192964	4/11/2024	Paid Amt:	\$2,689.55	
							Check Amount:	\$2,689.55	
0146	MB	86759	16972		XCEL ENERGY		Check		
				E 01	005 810 000 333 000	Natural Gas		\$9,993.30	
	PO#:	Voucher #:	105656	Invoice	Invoice No: 871184017	4/11/2024	Paid Amt:	\$9,993.30	
							Check Amount:	\$9,993.30	
0146	MB	86760	15412		AFLAC		Check		
				B 01	215 029	Supplemental Insurance-Voluntary		\$493.54	
	PO#:	Voucher #:	105694	Invoice	Invoice No: 685593	4/12/2024	Paid Amt:	\$493.54	
							Check Amount:	\$493.54	
0146	MB	86761	17733		CHEN, ANDREW S		Check		
				E 04	005 505 321 305 000	Fees For Services		\$24.00	
	PO#:	Voucher #:	105659	Invoice	Invoice No: 041024	4/12/2024	Paid Amt:	\$24.00	
							Check Amount:	\$24.00	
0146	MB	86762	15846		ELEMENTARY AUXILIARY ACCOUNT		Check		
				E 01	100 288 000 369 000	Booster Club Donation		\$1,000.00	
	PO#:	Voucher #:	105684	Invoice	Invoice No: 041124	4/12/2024	Paid Amt:	\$1,000.00	
							Check Amount:	\$1,000.00	
0146	MB	86763	17355		HILLYARD/HUTCHINSON		Check		
				E 01	005 810 000 410 000	Hand soap		\$404.35	
				E 01	005 810 000 410 000	Hand sanitizer		\$321.69	
	PO#: 49957	Voucher #:	105687	Invoice	Invoice No: 605445029	47 4/12/2024	Paid Amt:	\$726.04	
							Check Amount:	\$726.04	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0146	MB	86764	12886		MINNESOTA STATE UNIV-MOORHEAD		Check		
				E 01	998 790 000 390 000 PSEO credits			\$3,402.00	
PO#:	Voucher #:	105693	Invoice	Invoice No:	Spring Semester 2024	4/12/2024	Paid Amt:	\$3,402.00	
							Check Amount:	\$3,402.00	
0146	MB	86765	15043		SCHATZ, TAYLOR		Check		
				E 04	005 505 321 305 000 TKD			\$540.00	
PO#:	Voucher #:	105682	Invoice	Invoice No:	041124	4/12/2024	Paid Amt:	\$540.00	
							Check Amount:	\$540.00	
0146	MB	86766	15651	remit	TEACHERS ON CALL		Check		
				E 01	100 203 000 305 000 Elem substitutes			\$1,820.00	
				E 01	300 211 000 305 000 HS substitutes			\$2,730.00	
PO#:	Voucher #:	105686	Invoice	Invoice No:	156234	4/12/2024	Paid Amt:	\$4,550.00	
							Check Amount:	\$4,550.00	
0146	MB	86767	13590		WE TRAVEL PC INC		Check		
				E 01	005 630 302 305 000 Technology Coordinator			\$6,720.00	
PO#:	Voucher #:	105683	Invoice	Invoice No:	1085	4/12/2024	Paid Amt:	\$6,720.00	
				E 01	300 612 000 401 000 Dell 1130 Toner			\$29.99	
				E 01	100 612 000 401 000 Dell 1130 Toner			\$29.99	
				E 01	300 612 000 401 000 HP 26a Toner			\$169.99	
				E 01	100 612 000 401 000 HP 26a Toner			\$169.99	
PO#: 49958	Voucher #:	105688	Invoice	Invoice No:	13503	4/12/2024	Paid Amt:	\$399.96	
				E 01	005 612 000 319 000 PC & Mac Management Software			\$750.00	
PO#: 49958	Voucher #:	105689	Invoice	Invoice No:	13532	4/12/2024	Paid Amt:	\$750.00	
				E 01	005 715 342 405 000 Cyber Security: Avanan Email Security			\$594.00	
				E 01	005 715 342 405 000 Cyber Security: Google Workspace Backup			\$420.00	
				E 01	005 715 342 405 000 Cyber Security: Server Protection			\$250.00	
				E 01	005 715 342 405 000 Cyber Security: Advanced EDR (PCS)			\$745.00	
				E 01	005 715 342 405 000 Cyber Security: Advanced EDR (Macs)			\$350.00	
				E 01	005 715 342 405 000 Vulnerability Scanning & Compliance Manager			\$250.00	
				E 01	005 715 342 405 000 Staff Cyber Security Training			\$312.00	
PO#: 49958	Voucher #:	105690	Invoice	Invoice No:	13533	4/12/2024	Paid Amt:	\$2,921.00	
				E 01	005 612 000 401 000 Apple Macbook Air Laptop M1 Chip			\$899.00	
PO#: 49958	Voucher #:	105691	Invoice	Invoice No:	13491	4/12/2024	Paid Amt:	\$899.00	
				E 01	005 612 000 405 000 District Staff DNS Internet Filter - Covers all St			\$99.00	
PO#: 49958	Voucher #:	105692	Invoice	Invoice No:	13534	4/12/2024	Paid Amt:	\$99.00	
							Check Amount:	\$11,788.96	

Barnesville Public Schools #146 Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0146	MB	86768	17471		REINHART FOODSERVICE LLC		Check
				E 02	005 770 701 490 000 Commodities		\$168.00
	PO#:	Voucher #:	105695	Invoice	Invoice No: 877418	4/12/2024	Paid Amt: \$168.00
							Check Amount: \$168.00
							Report Total: \$535,510.31

Barnesville Public Schools #146
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General Fund	\$493,925.17
02	Food Service	\$36,779.99
04	Community Service	\$4,805.15
Report Total		\$535,510.31

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
1146	MN	18365	1434		AMAZON CAPITAL SERVICES		Check		
				E 01	100 298 000 401 110	Hygiene/ Puberty Items		\$192.41	
	PO#: 1468	Voucher #:	5229	Invoice	Invoice No: 1WKK-CJCP-QJ6D	3/19/2024	Paid Amt:	\$192.41	
				E 01	300 298 000 401 225	Prom Decorations		\$593.47	
	PO#:	Voucher #:	5235	Invoice	Invoice No: 1MRJ-MWQQ-YTHM	3/19/2024	Paid Amt:	\$593.47	
							Check Amount:	\$785.88	
1146	MN	18366	1061		LONG WEEKEND SPORTSWEAR		Check		
				E 01	300 298 000 401 500	Track Clothing		\$684.00	
	PO#:	Voucher #:	5230	Invoice	Invoice No: 28349	3/19/2024	Paid Amt:	\$684.00	
				E 01	300 298 000 401 520	Team Polos		\$345.00	
	PO#:	Voucher #:	5231	Invoice	Invoice No: 28323	3/19/2024	Paid Amt:	\$345.00	
							Check Amount:	\$1,029.00	
1146	MN	18367	1774		MENARDS		Check		
				E 01	300 298 000 401 225	Prom Decorations		\$153.97	
	PO#: 1469	Voucher #:	5232	Invoice	Invoice No: 91185	3/19/2024	Paid Amt:	\$153.97	
				E 01	300 298 000 401 225	Prom Supplies		\$279.23	
	PO#: 1465	Voucher #:	5233	Invoice	Invoice No: 90556	3/19/2024	Paid Amt:	\$279.23	
							Check Amount:	\$433.20	
1146	MN	18368	1829		WELLNITZ HOLDINGS, LLC		Check		
				E 01	100 298 000 401 105	Candy Fundraiser		\$413.05	
	PO#:	Voucher #:	5234	Invoice	Invoice No: 1014	3/19/2024	Paid Amt:	\$413.05	
							Check Amount:	\$413.05	
1146	MN	18369	1026		ISD #146		Check		
				E 01	300 298 000 401 570	Wrestling Tournament Tickets		\$213.00	
	PO#:	Voucher #:	5236	Invoice	Invoice No: Wrestling	3/27/2024	Paid Amt:	\$213.00	
				E 01	300 298 000 401 500	Team Meal Purple Goose		\$246.91	
	PO#:	Voucher #:	5237	Invoice	Invoice No: GTrack	3/27/2024	Paid Amt:	\$246.91	
							Check Amount:	\$459.91	
1146	MN	18370	1601		WE TRAVEL PC		Check		
				E 01	300 298 000 401 580	Drone & Case Football		\$1,650.00	
	PO#:	Voucher #:	5238	Invoice	Invoice No: 13502	3/27/2024	Paid Amt:	\$1,650.00	
							Check Amount:	\$1,650.00	
1146	MN	18371	1434		AMAZON CAPITAL SERVICES		Check		
				E 01	300 298 000 401 420	Robotic Supplies		\$288.63	
	PO#: 1471	Voucher #:	5242	Invoice	Invoice No: 1DY7-94K1-3VQP	4/3/2024	Paid Amt:	\$288.63	
							Check Amount:	\$288.63	

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
1146	MN	18372	1165		BREAKDOWN SPORTS USA		Check
				E 01	300 298 000 401 540 VB Summer		\$740.00
		PO#:	Voucher #:	5240	Invoice Invoice No: VBSummer24	4/3/2024	
							Paid Amt: \$740.00
							Check Amount: \$740.00
1146	MN	18373	1026		ISD #146		Check
				E 01	300 298 000 401 550 Boys BB Bus Crookston		\$491.00
		PO#:	Voucher #:	5239	Invoice Invoice No: BusBillCrookston	4/3/2024	
							Paid Amt: \$491.00
							Check Amount: \$491.00
1146	MN	18374	1061		LONG WEEKEND SPORTSWEAR		Check
				E 01	300 298 000 401 420 Team Shirts		\$224.00
		PO#:	Voucher #:	5241	Invoice Invoice No: 28398	4/3/2024	
							Paid Amt: \$224.00
							Check Amount: \$224.00
1146	MN	18375	1673		ALBRIGHT, JEREMY		Check
				E 01	300 298 000 401 225 Prom DJ		\$700.00
		PO#:	Voucher #:	5246	Invoice Invoice No: 4202024	4/8/2024	
							Paid Amt: \$700.00
							Check Amount: \$700.00
1146	MN	18376	1016		BARNESVILLE GROCERY		Check
				E 01	300 298 000 401 370 team activity		\$10.26
		PO#:	Voucher #:	5245	Invoice Invoice No: 1095	4/8/2024	
							Paid Amt: \$10.26
							Check Amount: \$10.26
1146	MN	18377	1061		LONG WEEKEND SPORTSWEAR		Check
				E 01	300 298 000 401 104 NHS Shirts		\$274.50
		PO#:	Voucher #:	5244	Invoice Invoice No: 28377	4/8/2024	
							Paid Amt: \$274.50
							Check Amount: \$274.50
1146	MN	18378	1602		TEEPLES, BRITTA		Check
				E 01	300 298 000 401 106 Luck of the Irish team fun		\$79.74
		PO#:	Voucher #:	5243	Invoice Invoice No: 04082024	4/8/2024	
							Paid Amt: \$79.74
							Check Amount: \$79.74
1146	MN	18379	1021		BSN SPORTS, INC.		Check
				E 01	300 298 000 401 561 Softball WarmUps		\$1,945.00
		PO#: 1467	Voucher #:	5249	Invoice Invoice No: 925411545	4/11/2024	
							Paid Amt: \$1,945.00
							Check Amount: \$1,945.00
1146	MN	18380	1026		ISD #146		Check
				E 01	300 298 000 401 590 Power Systems Receipt		\$3,657.80
		PO#:	Voucher #:	5252	Invoice Invoice No: 934665	4/11/2024	
							Paid Amt: \$3,657.80
							Check Amount: \$3,657.80

Student Activity Account Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
1146	MN	18381	1737		OLE & LENA'S PIZZERIA		Check
				E 01	300 298 000 401 430 Ireland Trip		\$2,848.00
		PO#:	Voucher #:	5250	Invoice Invoice No: IrelandTrip	4/11/2024	Paid Amt: \$2,848.00
							Check Amount: \$2,848.00
1146	MN	18382	1737		OLE & LENA'S PIZZERIA		Check
				E 01	300 298 000 401 345 BHS Europe Trip		\$5,256.00
		PO#:	Voucher #:	5251	Invoice Invoice No: BHSEuropeTrip	4/11/2024	Paid Amt: \$5,256.00
							Check Amount: \$5,256.00
1146	MN	18383	1089		SPORTLAND		Check
				E 01	300 298 000 401 560 Baseball Hats		\$1,140.00
		PO#:	Voucher #:	5247	Invoice Invoice No: 59502	4/11/2024	Paid Amt: \$1,140.00
							Check Amount: \$1,140.00
1146	MN	18384	1104		X-GRAIN		Check
				E 01	300 298 000 401 500 Track WarmUps		\$3,455.08
		PO#: 1470	Voucher #:	5248	Invoice Invoice No: 283527	4/11/2024	Paid Amt: \$3,455.08
							Check Amount: \$3,455.08
Report Total:							\$25,881.05

CLAIMS PRESENTED TO THE BOARD OF EDUCATION

Monday, April 15, 2024

Ackerson, Heidi			\$148.63		
	Paraprofessional Substitute	\$148.63			
Amundson, Peyton			\$106.49		
	Custodial Expense	\$106.49			
Amundson, Scott			\$644.00		
	Activity Worker	\$644.00			
Anderson, Laura			\$175.00		
	Activity Worker	\$175.00			
Anderson, Zachary			\$2,632.76		
	Staff Development	\$2,632.76			
Askegaard, Matthew			\$32.00		
	Teacher Substitute	\$32.00			
Askegaard, Megan			\$368.00		
	Activity Worker	\$368.00			
Biewer, Joyce			\$750.38		
	Paraprofessional Substitute	\$750.38			
Blanco, Amira			\$935.63		
	Kids Club	\$935.63			
Blilie, Amber			\$188.00		
	Teacher Substitute	\$96.00			
	Activity Worker	\$92.00			
Blomberg, Cassandra			\$3,886.57		
	Kids Club	\$1,683.00			
	Preschool	\$2,203.57			
Bolgrean, Shirley			\$1,120.13		
	Paraprofessional Substitute	\$1,120.13			
Bomstad, Ryan			\$46.00		
	Activity Worker	\$46.00			
Bowen, Susan			\$203.01		
	Food Service Substitute	\$203.01			
Braton, Carrie			\$1,196.00		
	Activity Worker	\$1,196.00			
Braton, Paige			\$55.00		
	Activity Worker	\$55.00			
Braton, Sharon			\$71.48		
	Food Service	\$71.48			
Bredman, Dion			\$520.00		
	School Board Expense	\$520.00			
Bredman, Jack			\$432.81		
	Custodial Expense	\$432.81			
Butenhoff, Douglas			\$125.00		
	Activity Worker	\$125.00			
Carlton, Cheryl			\$2,556.37		
	Paraprofessional	\$1,498.00			
	Preschool	\$1,058.37			

Caruso, Amy			\$2,493.88	
	Preschool	\$1,997.32		
	Transportation	\$265.81		
	Community Ed	\$180.00		
	Paraprofessional Substitute	\$50.75		
Chezum, Briana			\$479.96	
	Concessions	\$479.96		
Connelly, Leslie			\$34.82	
	Staff Development	\$34.82		
Dant, Mariah			\$600.00	
	Staff Development	\$600.00		
Davis, McKenzie			\$1,708.29	
	Paraprofessional Substitute	\$1,708.29		
Del Greco, Benjamin			\$32.00	
	Teacher Substitute	\$32.00		
Dukek, Jayci			\$103.58	
	Kids Club	\$103.58		
Duval, Duane			\$471.83	
	Custodial Expense	\$471.83		
Dval, Susan			\$230.00	
	Activity Worker	\$230.00		
Eberhardt, Laura			\$168.14	
	Teacher Substitute	\$64.00		
	Staff Development	\$104.14		
Ellerbusch, Jon			\$340.08	
	Staff Development	\$340.08		
Enstad, Emily			\$66.00	
	Activity Worker	\$66.00		
Ernst, Laurie			\$144.00	
	Custodial Expense	\$144.00		
Fenner, Juanita			\$1,177.72	
	Food Service Expense	\$1,177.72		
Field, Grady			\$10.00	
	Activity Worker	\$10.00		
Field, Michelle			\$230.00	
	Activity Worker	\$230.00		
Fischer, Melissa			\$250.00	
	Activity Worker	\$250.00		
Fradet, Annika			\$334.90	
	Kids Club	\$334.90		
Garden, Colyn			\$10.86	
	Staff Development	\$10.86		
Gilbertson, Carl			\$395.93	
	Custodial Expense	\$395.93		
Green, Rachel			\$801.13	
	Paraprofessional Substitute	\$801.13		
Gylland, Jennifer			\$64.00	
	Teacher Substitute	\$64.00		

Gylland, Kyle			\$218.50		
	Transportation	\$218.50			
Haapala, Laurie			\$8.23		
	Custodial Expense	\$8.23			
Haj, George			\$112.00		
	Teacher Substitute	\$112.00			
Halverson-Wolters, Chrissa			\$243.34		
	Breakfast Monitor	\$201.79			
	Staff Development	\$41.55			
Hamman, Angela			\$965.58		
	Food Service Expense	\$965.58			
Hanson, Derek			\$150.00		
	Activity Worker	\$150.00			
Haspel, Kelsey			\$414.00		
	Activity Worker	\$414.00			
Hauck, Brea			\$100.00		
	Activity Worker	\$100.00			
Haugen, Samantha			\$601.75		
	Paraprofessional Substitute	\$601.75			
Haus, Jessica			\$55.53		
	Breakfast Monitor	\$44.42			
	Staff Development	\$11.11			
Henrickson, Todd			\$276.00		
	Activity Worker	\$276.00			
Hermes, Anthony			\$32.00		
	Teacher Substitute	\$32.00			
Hinsz, Tracy			\$414.00		
	Activity Worker	\$414.00			
Hoyer, Megan			\$160.00		
	Teacher Substitute	\$160.00			
Huesmann, Ava			\$161.00		
	Activity Worker	\$161.00			
Inniger, Brett			\$200.00		
	Activity Worker	\$200.00			
Inniger, Holly			\$479.00		
	Teacher Substitute	\$104.00			
	Activity Worker	\$375.00			
Johnson, Jedidiah			\$346.00		
	Teacher Substitute	\$96.00			
	Activity Worker	\$250.00			
Jordahl, Lowell			\$337.13		
	Custodial Expense	\$337.13			
Jorud, Brady			\$50.00		
	Activity Worker	\$50.00			
Julsrud, Wanda			\$2,698.50		
	Transportation	\$2,698.50			
Kallod, Michelle			\$70.00		
	Accompaniment	\$70.00			

Kara, Roxanne			\$167.75		
	Custodial Expense	\$167.75			
Kern, Brittni			\$1,865.64		
	Paraprofessional	\$1,865.64			
Kluck, Melissa			\$2,485.00		
	Transportation	\$2,485.00			
Larson, Ethan			\$405.03		
	Custodial Expense	\$395.03			
	Activity Worker	\$10.00			
Larson, Sarah			\$32.00		
	Teacher Substitute	\$32.00			
Lien, Sara			\$584.80		
	Clerical	\$492.80			
	Activity Worker	\$92.00			
Martinson, Karie			\$150.00		
	Activity Worker	\$150.00			
Meyer, Sandra			\$184.00		
	Activity Worker	\$184.00			
Mulcahy, Elisabeth			\$510.98		
	Kids Club	\$510.98			
Nelson, Kathryn			\$144.83		
	Kids Club	\$144.83			
Nibbe, Alissa			\$2,641.40		
	Community Ed	\$2,641.40			
Nibbe, Jeffrey			\$84.64		
	Staff Development	\$84.64			
Odden, Scott			\$1,020.82		
	Custodial Expense	\$1,020.82			
Olson, Troy			\$1,008.00		
	Community Ed	\$1,008.00			
Peloubet-Messer, Christine			\$231.00		
	Community Ed	\$231.00			
Pender, Haley			\$97.88		
	Paraprofessional Substitute	\$97.88			
Petersen, Monica			\$96.00		
	Teacher Substitute	\$96.00			
Poepping, Sarah			\$138.00		
	Activity Worker	\$138.00			
Power, Olivia			\$117.39		
	Kids Club	\$117.39			
Redding, LaVonne			\$942.87		
	Food Service Expense	\$942.87			
Reep, Richard			\$168.00		
	Custodial Expense	\$168.00			
Ronsberg, Betsy			\$238.77		
	Breakfast Monitor	\$227.66			
	Staff Development	\$11.11			
Rotz, Lindsey			\$203.70		
	Kids Club	\$203.70			

Rotz, Stacey			\$2,654.10		
	Preschool	\$2,654.10			
Russell, Dovante			\$223.28		
	Custodial Expense	\$223.28			
Samuelson, Jodi			\$93.14		
	School Board Expense	\$65.00			
	Staff Development	\$28.14			
Schaub, Michael			\$64.00		
	Teacher Substitute	\$64.00			
Schilling, Ashley			\$11.87		
	Staff Development	\$11.87			
Schilling, Ava			\$462.64		
	Kids Club	\$462.64			
Schilling, Emma			\$252.00		
	Activity Worker	\$252.00			
Schindler, Aaron			\$392.00		
	Activity Worker	\$392.00			
Schmidt, Paige			\$32.00		
	Teacher Substitute	\$32.00			
Schmitt Jr, Thomas			\$96.00		
	Teacher Substitute	\$96.00			
Schwartz, Ashley			\$22.71		
	Staff Development	\$22.71			
Seifert, Nicole			\$48.94		
	Staff Development	\$48.94			
Shirek, Claire			\$30.00		
	Activity Worker	\$30.00			
Shirek, Laney			\$10.00		
	Activity Worker	\$10.00			
Shirek, Leslie			\$215.00		
	Activity Worker	\$215.00			
Sigler, Shane			\$300.00		
	Activity Worker	\$300.00			
Smith, Heidi			\$572.33		
	Teacher Substitute	\$128.00			
	Staff Development	\$444.33			
Snobl, Scott			\$96.00		
	Teacher Substitute	\$96.00			
Snow, Kayla			\$738.61		
	Kids Club	\$738.61			
Sossa, Brynn			\$464.50		
	Kids Club	\$464.50			
Sossa, Melissa			\$1,150.00		
	Activity Worker	\$1,150.00			
Spillum, Mary			\$514.42		
	Kids Club	\$514.42			
Stalberger, Shadaisa			\$275.00		
	Activity Worker	\$275.00			

Stokka, Bryce			\$90.00		
	Activity Worker	\$90.00			
Strand, Bryan			\$1,317.13		
	Activity Worker	\$501.00			
	Staff Development	\$816.13			
Strand, Kailee			\$300.00		
	Activity Worker	\$300.00			
Strand, Nathan			\$207.00		
	Activity Worker	\$175.00			
	Teacher Substitute	\$32.00			
Suter, Chad			\$32.00		
	Teacher Substitute	\$32.00			
Teeples, Britta			\$228.00		
	Community Ed	\$228.00			
Thompson, Piper			\$56.00		
	Activity Worker	\$56.00			
Tonsfeldt, Michelle			\$112.00		
	Teacher Substitute	\$112.00			
Trowbridge, Hugh			\$50.00		
	Activity Worker	\$50.00			
Trowbridge, Philip			\$676.00		
	Teacher Substitute	\$32.00			
	Activity Worker	\$644.00			
Trowbridge, Randi			\$32.00		
	Teacher Substitute	\$32.00			
Tschumperlin, Jay			\$92.75		
	Custodial Expense	\$92.75			
Votava, Kyler			\$100.00		
	Activity Worker	\$100.00			
Wilhelm, April			\$460.38		
	Paraprofessional Substitute	\$460.38			
Wilson, Kari			\$335.41		
	Clerical	\$335.41			
Wirth, Barbara			\$972.90		
	Food Service Expense	\$972.90			
Xiong, Ger			\$2,683.34		
	Kids Club	\$690.33			
	Paraprofessional	\$1,993.01			
Yang, Tony			\$145.00		
	Custodial Substitute	\$145.00			
Zajac, Michelle			\$11.87		
	Staff Development	\$11.87			
Zander, Brynn			\$27.00		
	Activity Worker	\$27.00			
Zepper, Cary			\$1,427.48		
	Paraprofessional	\$47.48			
	Activity Worker	1,380.00			
	TOTAL	66,026.24	\$66,026.24		

MSDLAF TRANSFERS TO MIDWEST BANK					
3/21/2024	TRANSFER		\$5,550		
3/28/2024	TRANSFER		\$65,000		
4/2/2024	TRANSFER		\$235,000		
4/15/2024	TRANSFER		\$500,000		
					\$805,550
MIDWEST BANK CREDIT CARD EXPENDITURES					
Jon Ellerbusch					\$209.61
	Travel Exp.		\$209.61		
Todd Henrickson					\$0.00
Bryan Strand					\$32.45
	Gas		\$32.45		
Jodi Samuelson					\$610.00
	Dues		\$365.00		
	Staff Development Expense		\$245.00		
Aaron Schindler					\$756.44
	State Wrestling Exp		\$380.86		
	Brighthweel Subscription		\$150.00		
	MSHSL Spring Supplies		\$90.58		
	Track Exp		\$135.00		
Total Credit Card Expense					\$1,608.50

7. Appreciation, Recognition and Presentations

A. Resolution to Add Dilworth-Glyndon-Felton Public Schools to Lake Agassiz Education Cooperative
Scott Masten, Special Education Director at Lake Agassiz Education Cooperative

8. Recognition of Citizens for Input Purposes

9. Reports/News

A. High School Principal's Report

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Barnesville High School – Board Report April 15, 2024

Past Months Events

1. March students of the month haven't been named yet as we have student recognition this coming Wednesday
 1. I don't want to say the names yet as the students don't know
2. March 20- was end of 3rd quarter
 1. Report cards were mailed out the following week
 2. Incompletes were due last week, April 5
3. March 22 juniors took the ACT test at school, thanks to Megan Hoyer for running this.
4. April 5 we hosted a blood drive at school, thank you to the National Honor Society and Mrs. Teeples for running this.
5. Thursday, April 11 we had the statewide tornado drill @ 1:45 p.m.
6. Students have all entered schedules for next year, now working on building the master schedule

Future High School Events

7. April 18 - will be conducting vocal music interviews in the evening
8. April 20 - Prom, grand march at 7:30 in auditorium
9. April 21-23 State FFA - I have not been provided a list of students going at this time, congratulations to all that have qualified
10. April 24, Administrative Assistance Day - Thank you to Shelly Krueger and Missy Sossa for all their hard work
 1. They truly are rockstars who do a fantastic job, day in and day out
11. May 1 - Day of Caring - going into community for clean up and helping those that need it
 1. NHS, PaY, Renaissance and members of the junior and senior class who elected to be part of this

12. May 22- Graduation practice @ 12:15 with seniors, Senior Awards program at 1:30 p.m. Baccalaureate will be at night (not positive on church at this time)
 1. We will use auditorium for awards
 2. Seniors will also take a class photo this day of the graduates and do a walk thru in their caps and gowns in the elementary
13. May 17 Seniors last day (Friday) - if they have senior privileges
14. May 25 Graduation - at 2:00
 1. Held in the BSA
 2. Need to know which board members plan to attend - to have seats reserved

TODD HENRICKSON - ELEMENTARY PRINCIPAL

Board Report – April 15, 2024

- **Meal Repack Program – Update**
 - Mrs. Skrove visited with classrooms during their library times to explain the program.
 - Parent Letter was sent **(see attached)**
 - First Meals were available on Tuesday, April 9th.
 - Meals were Chicken Alfredo and Chicken Nuggets.
- **Mar 26th - Art Position was posted**
- **Apr 4th – “Teacher Request” Blackboard Message was sent**
- **Apr 4th – School Librarian Day**
 - I want to thank Janet for all her work in her first year. Her enthusiasm and willingness to learn have had a positive impact on our library.
- **Apr 5th – Muffins with Me @ 7:30am**
 - **700** muffins were given out.
 - Thank you to the PTO for sponsoring this event.
- **Apr 11th – Teacher Requests were taken – Zoom**
- **Apr 24th – Administrative Assistants Day**
 - Thank you to Kari and Julie for all they do for our students and staff. They do an incredible job and we are fortunate to have them!
- **Kids Heart Challenge/American Heart Challenge Program**
 - Our students raised \$1,060.36 for the American Heart Association
 - Thank you to Mr. Grosz for organizing this event.

Elementary Calendar:

Apr	16	B	MCA Math Test – Grade 5 <ul style="list-style-type: none"> ● 5th Grade Specials: 8:30-9:20 ● 4th Grade Specials: 9:20-10:10 10:00 – Admin Meeting – HS Conference Room
Apr	17	C	MCA Math Test – Grade 3 (Bomstad & Haj) 7:30 – Staff Meeting – Cafeteria 11:30 – BIT Team – Conference Room 7:00 – Booster Club – HS Commons
Apr	18	A	MCA Math Test – Grade 4 8:45 – Grade 2 – Recycling Presentation
Apr	19	B	Growth Plan Components - Due 10:30 – Late Start – CPT
Apr	22	B	6:00 – Kindergarten Music Program - PAC
Apr	23	C	School Bus Driver Appreciation Day MCA Science Test – Grade 5 1:00 – Lake Agassiz Principals Meeting - Hawley 6:15 – Elementary Choir Program – PAC 7:00 – Grades 1 st & 2 nd Music Program – PAC

Apr	24	A	Administrative Assistants Day MCA Math Test – Grade 6 <ul style="list-style-type: none"> • 6th Grade Specials: 8:30-9:20 • 4th Grade Specials: 10:10-11:00 7:30 / 7:40 / 7:50 – TAT – Conference Room 11:30 – BIT Team – Conference Room
Apr	25	B	MCA Math Test – Grade 6 10:00 – Admin Meeting – Conference Room
Apr	26	--	No School
Apr	29	C	12:30 – “I Wish” Presentations – Grade 4
Apr	30	A	
May	1	B	7:30 – Site Council Meeting - Library 1:00 – Messer’s Program
May	2	C	1:00 – Grabow’s Program
May	3	A	School Lunch Hero Day 7:30 – Donuts with Dudes 9:00 – Western Division Principals (Zoom) 1:00 – Martin’s Program

Dear Parents/Guardians

Your student(s) have recently learned about a new program starting at Barnesville Elementary. The Meal-Repack Program is supported by the Public Health and the Cass-Clay Hunger Coalition. This program is designed to help educational institutions reduce food waste in on-site kitchens by repackaging left-over food into frozen meals that can be taken home.

Thanks to available grant funding, we are able to participate in this program with zero-cost to our school! Located by door # 3 at the elementary school is a freezer that will hold frozen meals that students are welcome to take at the end of the school day (or when leaving from Kids Club) if there is a need.

Meal containers do not need to be returned to the school. Students are welcome to take as many meals as they need and as often as they are needed. Gluten-Free meals will be available. If kept frozen, meals will remain stable for 90 days.

Students and parents can request meals by scanning this QR code and completing the brief questionnaire.

Requests for additional information or questions can be routed to Jamie Skrove, School Social Worker at jskrove@barnesville.k12.mn.us or by calling 354-2300 ext. 450.



BOARD REPORT -- AARON SCHINDLER
ACTIVITIES DIRECTOR/COMMUNITY ED COORDINATOR
April 15, 2024

ACTIVITY INFORMATION:

- **Mar 12th – Knowledge Bowl - Sub-Regions – Fergus Falls**
 - Our two teams placed 13th and 23rd –Top six teams advance to Regions. Team members include: Ethan Larson, Brenden Thorkildson, Lindsey Rotz, Hadley Pearson, Nate Huesman, Sage Tuel, Isabelle Hanson, Megan Skafien, Sierra Seefeldt, and Nila Church.
- **April 3rd-We hosted the Large Group Choir Contest. Jennifer, Grace, Jeff and everyone else involved did a great job organizing it!**
 - Concert Choir received 2 Superior and 1 Excellent
 - Chamber Choir received 3 Superior
- **May 4th – State Solo & Ensemble Contest – Fergus Falls**
- **Spring Sports Numbers**
 - **Girls Track**
 - 7th = 10 / 8th = 10 / 9th = 6 / 10th = 4 / 11th = 6 / 12th = 5 **Total = 41**
 - **Softball**
 - 7th = 6 / 8th = 6 / 9th = 7 / 10th = 4 / 11th = 4 / 12th = 3 **Total = 30**
 - **Boys Track**
 - 7th = 6 / 8th = 4 / 9th = 5 / 10th = 5 / 11th = 0 / 12th = 1 **Total = 21**
 - **Baseball**
 - 7th = 11 / 8th = 15 / 9th = 1 / 10th = 8 / 11th = 4 / 12th = 5 **Total = 44**
 - **Girls Golf**
 - 7th = 2 / 8th = 0 / 9th = 1 / 10th = 2 / 11th = 4 / 12th = 1 **Total = 10**
 - **Boys Golf**
 - 7th = 1 / 8th = 2 / 9th = 5 / 10th = 2 / 11th = 3 / 12th = 6 **Total = 19**
 - **Fishing Team**
 - 6th = 12 / 7th = 4 / 8th = 10 / 9th = 4 / 10th = 4 / 11th = 1 / 12th = 4 **Total = 39**
 - **Trap**
 - 7th = 7 / 8th = 4 / 9th = 4 / 10th = 3 / 11th = 7 / 12th = 12 **Total = 37**
- **Community Ed**
 - We are currently taking Summer Kids Club registration through April 30th.
 - Breakfast and lunch will be offered!
 - We are currently taking registrations for Summer Rec Activities.
 - Driver’s Ed with Action Driving School has been going well.
 - We are currently taking registration for the summer session.
 - We had 29 students in the spring session.
 - Spring play is Divine Stella Devine
 - May 9th, 10th, 11th, and 12th



Barnesville Public School Regular School Board Meeting

7:00 PM on Monday, April 15, 2024
High School Library

Superintendent's Monthly Board Report

1. Barnesville School Solar Project Kick-off

On March 20, we held a virtual kick-off meeting for the solar panel project, with representatives from iSolar, Guy (City of Barnesville), Jamin, and myself in attendance. Here's a brief recap of our discussions, along with the proposed timeline and action items:

Recap: We assessed the proposed site north of the track, confirming its suitability for both the district and iSolar.

Tentative Project Timeline:

- iSolar to complete interconnection application and submit to utility (1-2 weeks)
- School district to confirm router location
- iSolar to order any remaining materials (panels are already purchased)
- iSolar to conduct site testing with ground rods in the next few weeks
- School to install snow fence around the site after ground rods placement
- Upon confirmation of site viability, the school district will arrange for one row of tree removal and stump grinding
- iSolar to submit fence bid (8-foot, chainlink)
- Utility to review interconnection application and approve if acceptable (late April, early May)
- iSolar to apply for permits
- Construction to commence (tentatively mid-May)
- Interconnection and power on before the end of summer break

2. 2024-2025 Health Insurance Renewal - Barnesville Public School

We're thrilled to announce that our health insurance plans will undergo the lowest 5% increase effective July 1, 2024, which is significantly lower than the highest 39% increase observed in some other school districts.

3. Meals for Summer 2024 Kids Club

23 out of the 26 respondents have expressed their willingness to pay an additional \$3 per day for meals to be served at Summer 2024 Kids Club. Based on this overwhelming support, we have decided to move forward with offering meals at Summer Kids Club

4. Frontline Recruiting & Hiring

In a strategic expansion of our services, we've integrated Recruiting & Hiring into our existing Frontline software subscription, which has long been used to manage our employee absences.

Prompted by Brooke's departure, we've seized the opportunity to revamp our recruitment and hiring processes across the board. This allows us to efficiently distribute responsibilities among various administrative units, including the district office, school offices, and activities/community education office.

For easy access, all job openings are conveniently listed under "Employment" on the front page of our school website, with a direct link provided for applicants:

<https://www.applitrack.com/barnesville/onlineapp/>

E. Board Committee Reports

10. Removal of Consent Items for Discussion

11. Approval of Consent Items

A. Personnel

All hirings are based upon the findings of each individual's background check, licensure status, and discipline report from the Minnesota Department of Education.

- 1) Matt Samuelson as JH Baseball Coach for 2024 Spring Season
- 2) Amy Caruso's Resignation as Type III Van Driver
- 3) Mary Spillum as Kids Club Co-Coordinator for Summer 2024
- 4) Cassie Blomberg as Kids Club Co-Coordinator for Summer 2024
- 5) Macie Blilie as Kids Club Student Assistant for Spring 2024
- 6) Brooke Sossa as Kids Club Adult Assistant for Spring 2024
- 7) Jake Grosz as Speed & Strength
- 8) Aaron Schindler as Speed & Strength, Quickness & Agility
- 9) Aaron Schindler as 18U Softball Coach for 20204

B. Donations

- 1) \$1,170 Donation from National FFA Organization for Living to Serve Grant for Raised Gardens
- 2) \$125 Donation from Peterson Farm Seeds for Media Coverage for National FFA Week
- 3) \$150 Donation from Gina and Gerry Stanford for Football Jersey
- 4) \$577 Donation from Barnesville Thursday Nite Lions for Summer Field Trips for Elementary Students
- 5) \$100 Donation from Rhonda and Matthew Delaney for Summer Field Trips for Elementary Students
- 6) \$100 Donation from Charlene Messer for Summer Field Trips for Elementary Students
- 7) \$85 Donation from Bell Bank for General Fund

12. New Business

- A. Resolution Authorizing Addition of Member District Lake Agassiz Education Cooperative

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**RESOLUTION AUTHORIZING ADDITION OF MEMBER DISTRICT
LAKE AGASSIZ EDUCATION COOPERATIVE**

WHEREAS, a Joint Powers Agreement, superseding the previous Joint Powers Agreement dated July 1, 1999 was entered into on September 18, 2018, between the following Minnesota Independent School Districts (“Member Districts”): Independent School District No. 146 of Barnesville, Independent School District No. 150 of Hawley, Independent School District No. 914 of Ulen-Hitterdal, Independent School District No. 2889 of Lake Park Audubon, and Independent School District No. 2215 of Norman County East establishing a Joint Powers Education Cooperative to be known as Lake Agassiz Education Cooperative (“the Cooperative”) and Joint Powers Education Cooperative Board (“Cooperative Board”).

WHEREAS, a Joint Powers Agreement for the Construction and Maintenance of Cooperative Facilities was entered into on June 15, 2020, incorporating and restating the Joint Powers Agreement dated September 18, 2018, between Lake Agassiz Education Cooperative and the Member Districts establishing a framework to finance the acquisition of real property, and the construction, renovation, betterment and equipping of a new education facility (“Project Building”); and

WHEREAS, the Joint Powers Agreement dated September 18, 2018, allows for the addition of member districts upon application to the Cooperative Board, subscription to the Joint Powers Agreement, and unanimous consent of the current Member Districts; and

WHEREAS, districts that apply to become a Member District shall also agree to pay the Cooperative a pro-rata cost for the real and personal property owned by the Cooperative, the cost of which (or portion thereof) has been assessed against each of the Member Districts. The Executive Director will calculate this amount from the records he or she has been charged to maintain. The Cooperative Board may then determine the just and proportionate share to be assessed; and

WHEREAS, on April 9, 2024, Dilworth-Glyndon-Felton Public Schools made an application requesting to become a member of Lake Agassiz Education Cooperative; and

WHEREAS, on April 10, 2024, at the regular meeting of the Cooperative Board, the Board reviewed the application from Dilworth-Glyndon-Felton Public Schools to become a member district beginning July 1st, 2024;

WHEREAS, the Cooperative Board recommends that Dilworth-Glyndon-Felton Public Schools be approved as a member district contingent upon Dilworth-Glyndon-Felton Public Schools’ subscription and agreement the terms of the Joint Powers Agreement and Joint Powers Agreement for Construction and Maintenance of Cooperative Facilities; and

WHEREAS, the Cooperative Board has determined that existing Member Districts have paid for three of the fifteen years for the Project Building pursuant to the Joint Powers Agreement for the Construction and Maintenance of Cooperative Facilities. The Cooperative Board and the Members Districts have agreed that upon joining the Cooperative, Dilworth-Glyndon-Felton will not be required to reimburse the Member Districts in lump-sum

payments for the Member Districts' prior contributions to the Project Building pursuant to the Joint Powers Agreement for the Construction and Maintenance of Cooperative Facilities. Instead, in the event the Project Building is sold and Dilworth-Glyndon-Felton is a member of the Cooperative at the time of sale, Dilworth-Glyndon-Felton agrees to reimburse the Member Districts for Dilworth-Glyndon-Felton's pro-rata share of the Fixed Allocation and Proportioned Allocation (as set forth in the Joint Powers Agreement for the Construction and Maintenance of Cooperative Facilities) for the time period Dilworth-Glyndon-Felton was not a member of the Cooperative out of the purchase price of the sale of the Project Building.

NOW, THEREFORE, BE IT RESOLVED:

1. The Cooperative Board recommends that Dilworth-Glyndon-Felton be approved as a Member District; and
2. Dilworth-Glyndon-Felton subscribes and agrees to be subject to and follow the terms of the Joint Powers Agreement dated September 18, 2018, and the Joint Powers Agreement for the Construction and Maintenance of Cooperative Facilities Agreement upon signing this Resolution;
3. Upon joining the Cooperative, Dilworth-Glyndon-Felton will not be required to reimburse the Member Districts in lump-sum payments for the Member Districts' prior contributions to the Project Building pursuant to the Joint Powers Agreement for the Construction and Maintenance of Cooperative Facilities. Instead, in the event the Project Building is sold and Dilworth-Glyndon-Felton is a member of the Cooperative at the time of sale, Dilworth-Glyndon-Felton agrees to reimburse the Member District for Dilworth-Glyndon-Felton's pro-rata share of the Fixed Allocation and Proportioned Allocation (as set forth in the Joint Powers Agreement for the Construction and Maintenance of Cooperative Facilities) for the time period Dilworth-Glyndon-Felton was not a member of the Cooperative out of the purchase price of the sale of the Project Building.
4. Upon Member District's unanimous consent and signatures below, Dilworth-Glyndon-Felton shall become a Member District of the Cooperative and this resolution shall be attached to and incorporated into the respective Joint Powers Agreements.
5. This Resolution may be executed in multiple counterparts, each of which when so executed shall be deemed to be an original and all of which when taken together shall constitute one and the same agreement. This Resolution may be executed by electronic signature.

LAKE AGASSIZ EDUCATION COOPERATIVE

Member Laura Tweten introduced the foregoing resolutions and moved for their adoption. The motion was duly seconded by member Marla Field, and upon vote being taken thereon, the following voted in favor thereof via roll call vote: Marla Field, Sarah Kjono, Laura Tweten, Kara Brager, and the following voted against the same: NONE. Thereupon, said Resolution was declared duly passed and adopted.



Board Chair

Date: 4/10/24

INDEPENDENT SCHOOL DISTRICT NO. 146 BARNESVILLE

Member _____ introduced the foregoing resolutions and moved for their adoption. The motion was duly seconded by member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

_____; and the following voted against the same: _____; whereupon said Resolution was declared duly passed and adopted.

Board Chair

Date: _____

INDEPENDENT SCHOOL DISTRICT NO. 150 HAWLEY

Member _____ introduced the foregoing resolutions and moved for their adoption. The motion was duly seconded by member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

_____; and the following voted against the same: _____; whereupon said Resolution was declared duly passed and adopted.

Board Chair

Date: _____

INDEPENDENT SCHOOL DISTRICT NO. 914 ULEN-HITTERDAL

Member _____ introduced the foregoing resolutions and moved for their adoption. The motion was duly seconded by member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

_____; and the following voted against the same: _____; whereupon said Resolution was declared duly passed and adopted.

Board Chair

Date: _____

INDEPENDENT SCHOOL DISTRICT NO. 2889 LAKE PARK/AUDUBON

Member _____ introduced the foregoing resolutions and moved for their adoption. The motion was duly seconded by member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

_____; and the following voted against the same: _____; whereupon said Resolution was declared duly passed and adopted.

Board Chair

Date: _____

INDEPENDENT SCHOOL DISTRICT NO. 2215 NORMAN COUNTY EAST

Member _____ introduced the foregoing resolutions and moved for their adoption. The motion was duly seconded by member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

_____; and the following voted against the same: _____; whereupon said Resolution was declared duly passed and adopted.

Board Chair

Date: _____

INDEPENDENT SCHOOL DISTRICT NO. 2164 DILWORTH-GLYNDON-FELTON

Member _____ introduced the foregoing resolutions and moved for their adoption. The motion was duly seconded by member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

_____ ; and the following voted against the same:
_____ ; whereupon said Resolution was declared
duly passed and adopted.

Board Chair

Date: _____

Rationale for DGF's Acceptance into Lake Agassiz Education Cooperative

Upon receiving Dilworth Glyndon Felton's (DGF) application to Lake Agassiz Education Cooperative, several criteria were established to assess the feasibility of this addition. These criteria indicate that DGF would be a beneficial addition to the Cooperative, benefiting both DGF students and existing member districts. The assessment suggests that DGF's inclusion aligns well with the cooperative's objectives and would enhance educational opportunities for all involved.

LOCATION

DGF's location is advantageous in its proximity to LAEC. Its furthest building is 19 miles (closer than two of LAEC's existing districts).

DGF's location near the Fargo/Moorhead area can be an advantage for LAEC in terms of attracting and retaining talented educators. The proximity may positively impact LAEC's capacity to acquire and retain qualified professionals.

Overall, these geographical factors are advantageous for DGF's addition to LAEC.

CAPACITY TO SUPPORT DGF

DGF currently manages its own Special Education (SpEd) staff, but about six staff members would transition from DGF to LAEC. Ongoing shortages of licensed professionals and specialists in disability areas are anticipated to persist. Transitioning these positions to LAEC will enable more efficient use of services and support.

Extensive discussions with DGF administrators and data analysis suggest that LAEC is equipped to support DGF as a member district.

IMPACT ON EXISTING MEMBER DISTRICTS


The addition of DGF to LAEC is anticipated to have a positive impact on current member districts by expanding LAEC's capacity for professional development, student support, and programmatic opportunities. This addition will increase dedicated personnel for student services and enhance overall offerings. Furthermore, including DGF in the cooperative will reduce certificate of participation payments for existing member districts, demonstrating a financial benefit alongside broader educational enhancements anticipated from this collaboration.

IMPACT ON LAKE AGASSIZ EDUCATION CENTER

Detailed discussions with DGF staff have focused on the potential impact of referring students to Lake Agassiz's programs. Reports and data analysis suggest that Lake Agassiz's facilities can accommodate additional DGF students, although staffing patterns may need adjustment to support this influx. Lake Agassiz is prepared to handle additional referrals effectively (1-3 per program) despite potential staffing adjustments.

DISTRICT STABILITY

DGF's reports demonstrate that the district is financially stable. Enrollment numbers are steady, and the district's location is poised for future growth. This combination of financial health, stable enrollment, and favorable location suggests that DGF has the potential to be a stable member district in the future.



MASTER AGREEMENT
BETWEEN
BARNESVILLE SCHOOL
DISTRICT NO. 146 AND
EDUCATION MINNESOTA
BARNESVILLE

July 1, 2023 – June 30, 2025

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ARTICLE I: PURPOSE

Section 1. Parties:

THIS MASTER AGREEMENT is entered into between Education Minnesota- Barnesville, hereafter called the association and the exclusive representative of all teachers in the Barnesville District, and Independent School District No. 146 of Barnesville, Minnesota, hereafter referred to as the School District, pursuant to and in compliance with the Public Employment Labor Relations Act as amended, hereafter referred to as the P.E.L.R.A., to provide the terms and conditions of employment for teachers for the duration of this Master Agreement. Barnesville Independent School District 146 does not discriminate on the basis of race, color, national origin, sex or disability.

ARTICLE II: RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition:

In accordance with the P.E.L.R.A., the School District recognizes Education Minnesota- Barnesville, as the exclusive representative of teachers employed by the School District, which exclusive representative shall have those rights and duties as prescribed by the P.E.L.R.A. and as described in the provisions of this Master Agreement.

Section 2. Appropriate Unit:

The exclusive representative shall represent all the teachers of the District as defined in this Master Agreement and said Act.

ARTICLE III: DEFINITIONS

Section 1. Terms and Conditions of Employment:

The term, "terms & conditions of employment", means the hours of employment, the compensation therefore including fringe benefits, other than employer payment of, or contributions to, premiums for group insurance coverage of retired employees or severance pay, and the employer's policies affecting the working conditions of the employees. In the case of professional employees, the term does not mean educational policies of a School District. The term is subject to the provisions of P.E.L.R.A.

Section 2. Teachers:

The term, teachers, shall mean all persons in the appropriate unit employed by the School District in a position for which the person must be licensed by the State of Minnesota but shall not include Superintendent, assistant superintendent, principals, and assistant principals who devote more than 50% of their time to administrative or supervisory duties, confidential employees, supervisory employees, essential employees and such other employees as excluded by law.

Section 3. Pay:

Pay shall mean all insurance, disability leave, other authorized leaves of absence and all other benefits normally accrued by a teacher.

Section 4. Other Terms:

Terms not defined in this agreement shall have those meanings as defined by the P.E.L.R.A.

ARTICLE IV: SCHOOL DISTRICT RIGHTS

Section 1. Inherent Managerial Rights:

The exclusive representative recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion of policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

Section 2. Management Responsibilities:

The exclusive representative recognizes the right and obligations of the School Board to efficiently manage and conduct the operation of the school district within its legal limitations and with its primary obligation to provide educational opportunities for the students of the School District.

Section 3. Effect of Laws, Rules and Regulations:

The exclusive representative recognizes that all teachers covered by this Master Agreement shall perform the teaching and normal non-teaching services prescribed by the School District and shall be governed by the laws of the State of Minnesota, and by School District rules, regulations, directives and orders, issued by properly designated officials of the School District. The exclusive representative also recognizes the right, obligations and duty of the School District and its duly designated officials to publish rules, regulations, directives and orders from time to time as deemed necessary by the School Board in so far as such rules, regulations, directives, and orders are not inconsistent with the terms of this Master Agreement, and recognizes that the School Board, all employees covered by this Master Agreement, and all provisions of the Master Agreement are subject to the laws of the State of Minnesota, Federal laws, and valid rules, regulations and orders of State and Federal governmental agencies. Any provision of the Master Agreement found to be in violation of any such laws, rules, regulations, directives or orders shall be null and void and without force and effect.

Section 4. Reservation of Managerial Rights:

The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this Agreement are reserved to the School District.

ARTICLE V: TEACHERS' RIGHTS

Section 1. Rights to Views:

Nothing contained in the Master Agreement shall be construed to limit, impair or affect the right of any teacher or his representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative, if there be one.

Section 2. Right to Join:

Teachers shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Teachers in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such teachers with the School District.

Section 3. Request for Dues Check Off:

Teachers shall have the right to request and be allowed dues check off for the teacher organization of their selection provided that dues check off and the procedure thereof shall not be allowed any teacher organization that has lost its right to dues check off pursuant to the P.E.L.R.A. Upon receipt of a properly executed authorization card of the teacher involved, the School District will deduct from the teacher's paycheck the dues that the teacher has agreed to pay to the teacher organization during the period in said authorization. Such authorization shall continue in effect from year to year unless revoked in writing by the individual teacher between June 1 and September 20 of any year. Pursuant to such authorization the School District shall deduct 1/20 of such dues from the first twenty (20) regular salary checks for the teacher's year, beginning in September and ending in June.

Section 4. Funds Deducted by the School District:

All sums deducted by the District for membership dues shall be remitted to the exclusive representative within ten (10) teaching days from the date salaries were legally payable.

Section 5. Reservation of Teachers Rights:

The foregoing enumeration of rights shall not be deemed to exclude other inherent rights not expressly reserved herein, and all teacher rights not expressly denied in this Agreement are reserved to the teacher.

ARTICLE VI: BASIC SCHEDULES AND RATES OF PAY

Section 1. 2023-24 Salary Schedule:

The wages and salaries reflected in Schedule A, hereto attached, shall be a part of the Master Agreement for the 2023-24 school year.

Section 2. 2024-25 Salary Schedule:

The wages and salaries reflected in Schedule B, hereto attached, shall be a part of the Master Agreement for the 2024-25 school year.

Section 3. Withholding of Salary Increase:

The salary schedules are not to be construed as a part of a teacher's continuing contract, and the School District reserves for just cause, the right to withhold increment advancement, lane changes or any other salary increases the Board shall determine, provided however, that the exercise of said right shall be given in writing along with the reason therefore.

Section 4. Placement/Advancement on Salary Schedule:

To qualify for advancement on the salary schedule, a teacher must be employed at least 89 contract days and three hours or more per day. The following rules shall be applicable in determining placement of a teacher on the appropriate salary schedule.

Section 5. Lane Advancement:

Subd. 1. Credits: All credits in this section are based on semester credits. If necessary and as noted in previous Master Agreements the conversion from quarter credits to

semester credits are three (3) quarter credits equal two (2) semester credits. When hired, all transcripts involving degrees and credits, are to be presented and produced by the new hire and submitted to the District Superintendent / Business Manager within 60 days after the start of the new school year. Credits to be considered for application on any lane of the salary schedule must be:

1. Earned following the date of the teacher's BA-BS degree.
2. In the teaching assignment, or in guidance.
3. In general education or in a related field as determined in advance by the Superintendent.
4. All teachers hired after 1983 must have a MA degree as outlined in Subd. 2 to qualify for lane advancement to the MA lane or beyond.
5. Teachers hired before 1983 may advance to the MA lane (BA+60) or MA+15 (BA+75) by earning additional credits. One lane advancement per year will be permitted to those teachers hired before 1983.
6. If the School District reimburses a teacher's expenses and/or provides the teacher with a stipend and/or pays a salary to the teacher for any workshop, seminar, clinic, or staff development program, and a college provides college credit, even if the teacher pays for the college credits, credit for salary lane change will be given only at the discretion of the Superintendent. Under the provisions of Article VI, Section 4., Subd. 1., Number 5., the Superintendent's decision is non-grievable.
7. Credits earned for lane advancement in the teacher's certification area but not currently in the area of assignment, will be kept on file for future application if and when said teacher is given a new assignment to said area.

Subd. 2. Advanced Degrees: All credits accepted by a college as a part of the program leading to advanced degrees are acceptable for salary lane change. Hours taken above the MA+15 lane must be germane to the teacher's assignment/certification. Once approval is granted by the Superintendent, credits shall not be disallowed unless the teacher's graduate program is changed.

Subd. 3. Additional Compensation: All teachers qualifying for lane placement on the MA+30 lane must have a MA degree and:

1. Hours above the MA degree must be taken following the date the MA degree was awarded
2. Hours taken above the MA+15 lane must be germane to teaching assignment/certification.
3. Any teacher advancing to the MA+30 lane may advance only one lane in a contract year. (This applies to the MA+30 lane only.)

Subd. 4. National Board Certification: Any licensed teacher who achieves National Board Certification will qualify for a \$1,500 stipend per year as long as National Certification is maintained.

Subd. 5. Effective Date: Individual contracts will be modified to reflect lane change or

National Board Certification for the school year and for the second semester providing a transcript of qualified credits or proof of certification is submitted to the Superintendent's office no later than October 15 for the entire school year or February 15 for the second semester.

Subd. 6. Prior Experience: Outside teaching experience will be negotiable for new teachers coming into the district. The teachers out of teaching for more than five years immediately preceding the present Agreement will not qualify for this provision and will begin at step 1 Teachers with experience in other fields of endeavor will be placed on the salary schedule as agreed between the School Board and the teacher. But once experience or lane changes have been granted, they will not be disallowed unless the experience or lane change was granted through a clerical error.

Subd. 7. Calculations of Salaries: Teachers not on a regular school year contract will have Their salaries calculated by the following formulas:

1. 10-month contract salary will be calculated at the rate of ten-ninths of the salary schedule.
2. 11-month contract salary will be calculated at the rate of eleven-ninths of the salary schedule.
3. 12-month contract salary will be calculated at the rate of twelve-ninths of the salary schedule.
4. To qualify for yearly increments, a teacher must have taught at least 89 contract days and three hours or more per day.

Section 6. Pay periods:

Subd. 1. Twice Monthly: Checks will be issued twice a month, on the 15th and at the end of the month. If, however, the pay date is on a weekend or a legal holiday, then payment will be made prior to that weekend or legal holiday.

Subd. 2. 20 or 24 Installments: Teachers on a nine-month contract will have the choice of receiving their salaries in 20 or 24 installments. Remaining installments will have two options:

1. Remaining balance will be paid at the conclusion of the school year on the last regular school day.
2. Effective 2010-11 a teacher will have the option of having the remaining installments paid on the 15th of the month and at the end of the month ending August 31st.

ARTICLE VII: EXTRA COMPENSATION

Section 1. 2023-24 and 2024-25 Extra-curricular Schedules:

The wages and salaries reflected in Schedule C, attached hereto, shall be a part of this Master Agreement. Salary steps are based on experience in that particular activity. A maximum of 5 steps (0-4 years of experience) will be granted. Coaches, directors, or others that earn Extra Compensation that have been out of coaching, directing, etc. for five or more years immediately preceding the present Master

Agreement will not qualify for the step provision and will begin at step 1. The salary for each activity is determined by multiplying the agreed upon percentage for that activity times the dollar amount of the corresponding BA step, according to the following table:

Schedule C Step 1 = activity percentage multiplied times BA Step 1
Schedule C Step 2 = activity percentage multiplied times BA Step 2
Schedule C Step 3 = activity percentage multiplied times BA Step 3
Schedule C Step 4 = activity percentage multiplied times BA Step 5
Schedule C Step 5 = activity percentage multiplied times BA Step 8

Section 2. New Extra-Curricular Positions: The compensation paid for any new extracurricular activity shall be negotiated between the exclusive representative of the teachers and the School District.

Section 3. Extended Employment: Extended employment shall mean those duties that extend beyond a teacher's normal contract period, (179 days), as assigned by the School District and mutually agreed to by the teacher. Examples of such duties are, but not limited to, staff development workshops and curriculum development. The salaries reflected in Schedule C, attached hereto, shall be a part of this Master Agreement.

Section 4. Independent Study Courses/On-line and Correspondence Courses:

1. Independent Study Courses: By mutual consent of the administration and teacher, with compensation at \$200 per course per semester for the first student and \$50 for each additional student.
2. On-line and Correspondence Courses: By mutual consent of the administration and the teacher, with compensation at \$150 per course per semester.

Section 5. Emergency Substitution: Any teacher requested to substitute for other classroom teachers shall be paid an emergency substitute pay (.00075 times "Step 1" on the "BA Lane" of the current schedule) for each class period of substitution within that teacher's regular schedule. A part-time teacher teaching or substituting outside the teacher's regular day will be paid at the hourly rate for a full-time substitute.

ARTICLE VIII: UNUSED SICK LEAVE INCENTIVE

Section 1. Unused Sick Leave: The Unused Sick Leave Incentive has been discontinued and is no longer in effect. References and referrals regarding ARTICLE VII can be found in Master Agreement contracts and language.

ARTICLE IX: 403b/DEFERRED COMPENSATION MATCH PROGRAM

Section 1. Eligibility: All full-time teachers with at least one year of teaching for the School District are eligible to participate in the deferred compensation match program at the beginning of the 2019-20/2020-21 school years.

Section 2. Annual District Match: All full-time teachers with at least one year of teaching for

Independent School District #146 are eligible for at least \$500 per year deferred compensation employer match for a duration of not exceeding twenty-five years.

Section 3. Eligible District Match: Once eligible, the School District match shall be based on years of teaching in the School District, as follows:

Year 1	Service in District #146	no match
Years 2&3	Service in District #146	\$ 500 per yr.
Years 4-10	Service in District #146	\$1,000 per yr.
Years 11+	Service in District #146	\$2,000 per yr. (until the maximum is reached)

The maximum career matching contribution by the School District will be \$35,500 in 2023-24 and \$36,500 in 2024-25.

Section 4. Utilization: Eligible teachers must annually make the deferred compensation election during the annual election period or lose the annual benefit.

Section 5. Authority: The deferred compensation program is subject to MN Stat. 356.24.

Section 6. Vendors: Educators Financial Services Inc., Valic, HBW Financial Services/Cetera Advisor Networks, Horace Mann Insurance Co., FMS Financial Planning and Edward Jones. The 403b deferred match program will be administered by a 3rd party hired by the School District.

ARTICLE X: EARLY RETIREMENT INSURANCE CONTRIBUTION

Early Retirement Insurance Contribution has been discontinued and is no longer available to current staff. Previously, staff members that did meet the following criteria of having taught in the District for 25 years, be at least 55 years of age, and retired prior to July 1, 2009 are eligible to receive a maximum of \$5,000 for medical insurance for ten years or until Medicare eligibility, whichever comes first.

ARTICLE XI: GROUP INSURANCE

Section 1. Health and Hospitalization Insurance:

Subd. 1. 2023-2025 Insurance: The School District shall contribute a sum not to exceed \$10,058 for 2023-24 and \$10,661 for 2024-25 or the cost of the individual’s premium, whichever is the lesser amount for each teacher qualifying under this article who is enrolled in the School District’s group health and hospitalization plan and/or the long-term disability plan and the group term life plan. Any additional cost of the premium shall be borne by the teacher and paid by payroll deductions. The intent of this section is to provide teachers with hospitalization and long-term disability insurance.

Subd. 2. Married Couple Teaching in the School District: A married couple teaching in the School District, who qualifies for and is enrolled in the School District’s group health and hospitalization insurance plan, can receive up to two times the School District’s

contribution of \$10,058 for 2023-24 and \$10,661 for 2024-25. Any additional cost of the premium over and above the contribution to which the School District agrees will be paid by the teachers through payroll deduction.

Section 2. Qualifying Teachers: All teachers employed at least 89 contract days and three hours or more per day are covered under this Master Agreement and shall qualify for the School District contribution toward the cost of the premium for long term disability and health and hospitalization insurance. The District contribution for teachers not on a full time contract will be prorated in direct ratio to their contracted work hours.

Section 3. Selection: A committee comprised of 5 teachers, at least one non-certified employee, and one administrator shall recommend to the Board the specifications of the policy or policies for long term disability and health and hospitalization insurance for adoption by the Board. The selection of the insurance carrier and policy shall be made by the District. Any change in the present specifications shall be by mutual consent.

Section 4. Qualify: Once selection is made in writing at the beginning of the year (number of payments, family or single coverage) change will not be allowed unless family status changes. To qualify, a teacher must participate in the school provided health insurance plan.

Section 5. Payroll Deduction: Any teacher enrolled in the School District group health and hospitalization plan, group term life, and/or long term disability plan may elect to deduct from the teacher's negotiated annual salary an amount according to SECTION 125 of the INTERNAL REVENUE CODE.

Section 6. Flex Deduction: Any teacher enrolled in the School District group health and hospitalization plan, group term life, and/or long term disability plan may elect to deduct from the teacher's negotiated annual salary an amount as allowed by law under the flex benefit plan.

Section 7. Claims Against School District: It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein, and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

ARTICLE XII: LEAVES OF ABSENCE

Section 1. Disability/Sick Leave:

Subd. 1. Sick Days: All teachers employed at least 89 contract days and three or more hours per day shall earn paid sick leave at the rate of 1.5 days for each working month October through May. They will earn 2.0 days for September only. New teachers will receive their allotment of 14 paid sick leave days upfront on the first day of September in their first year only.

Subd. 2. Maximum Credit: Unused disability/sick leave may accumulate to a maximum credit of one hundred twenty (120) days per teacher. All days earned beyond 90 days must be earned while physically present on the job.

Subd. 3. Pay Out Sick Leave Over 120 Days: At the conclusion of each school year, teachers having accrued over 120 days of sick leave will be paid out \$75 for each full day over 120

days.

Subd. 4. Long-term Substitute Teacher: All long-term substitute teachers who are employed at least 45 consecutive, full-time days shall earn prorated non-accumulative disability/sick leave. This prorated leave will be based upon 14 days of disability/sick leave per year for a full-time teacher.

Subd. 5. Illness or Disability to Family Member: Disability / Sick leave with pay shall be allowed by the School District according to MS 181.9413 whenever a teacher's absence is found to have been due to the teacher's illness, disability, or illness-disability to the teacher's child (as defined in Section 181.940, subd 4), adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandparent, stepparent which prevented the teacher's attendance at school and performance of duties on that day or days. Disability / sick leave will be granted to the teacher if a member of the teacher's family (Section 181.940, subd, 4) is under the care of a qualified physician. Disability / sick leave may be granted at the discretion of the Superintendent to the teacher if a person outside the teacher's family (Section 181.940, subd, 4) is seriously ill. A medical certificate may be required by the Superintendent to certify that the member of the teacher's family is under a qualified physician's care.

Subd. 6. Medical Certificate: The School District may require a teacher to furnish a medical certificate from a qualified physician as evidence of his or her illness indicating such absence was due to illness, in order to qualify for disability/sick leave pay. In the absence of a medical certificate, the final determination of eligibility of a teacher for disability/sick leave is reserved to the School District. If a certificate is provided, the School District may require a second opinion. Should a second opinion be required, the cost of obtaining such certificate shall be borne by the School District.

Subd. 7. Deduction: Disability/sick leave allowed shall be deducted from the accrued disability/sick leave days earned by the teacher.

Subd. 8. Request Form: Disability/sick leave pay shall be approved only upon submission of a signed request upon the authorized disability/sick leave pay request form available at each building.

Section 2. Bereavement Leave: Teachers attending a funeral of their immediate family member either their and/or their spouse's mother, father, brother or sister's funeral, shall be granted up to five (5) days of paid leave per funeral. Additional days with pay may be granted at the discretion of the Superintendent.

The number of days used for this purpose can be deducted from the Teacher Protection Bank, according to the Teacher Protection Bank bylaws. If the days are not deducted from the Teacher Protection Bank, then they shall be deducted first from sick leave days accrued in prior years before being deducted from the days accrued during the current year.

In addition, teachers attending funerals not in the immediate family may have a total of three days during the duration of this agreement that will be deducted from their accumulated disability/sick leave. (two years-three days)

Teachers attending other funerals may use personal leave, emergency leave, other leave, or any combination of the above not to exceed five (5) days per funeral. At the discretion of the Superintendent, additional days may be credited against disability/sick leave.

Section 3. Emergency Leave:

Subd. 1. One Day: A teacher may be granted one day of emergency leave a year non-accumulative to be deducted from disability/sick leave.

Subd. 2. Request for Emergency Leave: Request for emergency leave must be made to the Superintendent in writing by the 20th of the month to receive credit during that pay period. No request will be considered after 30 days following the taking of emergency leave. If emergency leave is not granted, the Superintendent will give written reason or reasons why the leave was refused. The Superintendent shall judge each case individually.

Subd. 3. Deduction of Pay: A deduction of the rate of pay paid a substitute teacher will be deducted from the teacher's salary that is taking the day of emergency leave.

Section 4. Workers' Compensation:

Subd. 1. District Paying Difference: Upon request of a teacher who is absent from work as a result of a compensable injury incurred in the service of the School District under the provisions of the Workers' Compensation Act, the School District will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extent of the employee's earned accrual of disability/sick leave.

Subd. 2. Deduction of Pay: A deduction shall be made from the employee's disability/sick leave accrued time according to the prorated portion of days of disability/sick leave which is used to supplement Workers' Compensation.

Subd. 3. Pay During Period of Disability: Such payment shall be paid by the School District to the employee only during the period of disability.

Subd. 4. Exceeding Normal Compensation: In no event shall the additional compensation paid to the employee by virtue of disability leave pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Subd. 5. Endorsing Workers' Compensation Check to District: An employee who is absent from work as a result of an injury compensable under the Workers' Compensation Act who elects to receive disability/sick leave pursuant to this section shall submit his/her Workers' Compensation check, endorsed to the School District, prior to receiving payment from the School District for this absence.

Subd. 6. Compensatory Services Only: Workers' Compensation as defined in this section refers only to compensatory services and shall not be deemed to include reimbursement for medical and other expenses incurred by the employee.

Section 5. Personal Leave:

Subd. 1. Allotment of Days: A teacher will be granted a leave of two days of personal

leave per year, accumulative to a maximum of five days after three years. At the end of a school year, when more than three days are accumulated, the teacher will be paid for the fourth and fifth days.

Example:	First Year <u>in District</u>	Second Year <u>in District</u>	Third Year <u>in District</u>	Fourth Year <u>in District</u>
	0 days accum.	2 days accum.	3 days accum.	3 days accum.
	2 days granted	2 days granted	2 days granted	2 days granted
	2 days total	4 days total	5 days total	5 days total

Subd. 2. Requesting Personal leave: Requests for personal leave must be made in writing or electronically to the Building Principal or Superintendent at least three days in advance, except in the event of emergencies. A minimum of at least 1/2-day must be taken at any one time. The request will be answered in writing or electronically either granting the leave or, if the leave request is rejected, stating the reason for rejection. Leave will be granted to no more than three teachers per building per day, except for the first two weeks and last two weeks of the school year when the maximum personal leave usage per building will be two per school site. The third person seeking approval for a personal leave request during the timeframe that does not include the first or last two weeks of a school year is subject to and dependent upon the availability of a qualified substitute teacher. Days of personal leave will be granted during the last week of school only at the discretion of the Superintendent and is not grievable.

Subd. 3. Reimbursement for Over Three (3) Days: At the conclusion of each school year, teachers having accrued over 3 days of personal leave will be reimbursed for up to two (2) days over three at the rate of \$110.00 for each full day or the prorated amount for a fractional day.

Section 6. Childcare Leave:

Subd. 1. Caring Full-time for Child: A childcare leave shall be granted by the School District, subject to the provisions of this section, provided such parent is caring for the child on a full time basis.

Subd. 2. Application Three (3) Months Calendar Months before Commencement: A teacher making application for childcare leave shall inform the Superintendent in writing of intention to take the leave at least three calendar months before commencement of the intended leave. In the event of an unusual circumstance, this time period may be waived.

Subd. 3. Pregnancy: If the reason for the childcare leave is occasioned by pregnancy, a teacher may utilize disability/sick leave pursuant to the disability/sick leave provisions of the Agreement during a period of physical disability. However, a teacher shall not be eligible for disability/sick leave during a period of time covered by a childcare or other leave of absence. A pregnant teacher will also provide, at the time of the leave application, a statement from her physician indicating the expected date of delivery. Leave days used as disability/sick leave days that qualify under the Family Medical Leave Act shall be deducted first from disability/sick leave days accrued in prior years before being deducted from the days accrued during the current year.

Subd. 4. Adjusting End Date: The School District may adjust the proposed ending date of a childcare leave so that the dates of the leave coincide with some natural break in the school year - i.e.: winter vacation, spring vacation, semester break, end of a grading period, end of the school year, or the like.

Subd. 5. Commencement and Duration: In making a determination concerning the commencement and duration of a childcare leave, the School District shall not, in any event, be required to:

1. Grant any leave more than twelve (12) months in duration.
2. Permit the teacher to return to his or her employment prior to date designated in the request for childcare leave.

Subd. 6. Re-employed in Licensed Position: A teacher returning from childcare leave shall be re-employed in a position for which he or she is licensed unless previously discharged or placed on unrequested leave.

Subd. 7. Failure to Return: Failure of the teacher to return pursuant to the date determined under this section shall constitute grounds for termination unless the School District and the teacher mutually agrees to an extension in the leave.

Subd. 8. Retaining Previous Experience Credit and Unused Leave: A teacher who returns from child care leave within the provisions of this section shall retain all previous experience credit for pay purposes and any unused leave time accumulated under the provisions of this Agreement at the commencement of the beginning of the leave. The teacher shall not accrue additional experience credit for pay purposes or leave time during the period of absence for childcare leave.

Subd. 9. Eligibility to Participate in Group Health Insurance: A teacher on child care leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the teacher wishes to retain, commencing with the beginning of the childcare leave. The right to continue participation in such group insurance programs, however, will terminate if the teacher does not return to the district pursuant to this section. Leave under this section shall be without pay or fringe benefits.

Section 7. Family and Medical leave:

Subd. 1 Up to Twelve (12) Weeks of Unpaid Leave: Pursuant to the Family and Medical Leave Act, 29 U.S.C. 2601 et. seq., an eligible teacher shall be granted, upon written request, up to a total of twelve (12) weeks of unpaid leave per year in connection with: (1) the birth and first-year care of a child; (2) the adoption or foster placement of a child; (3) the serious health condition of a teacher's spouse, child, or parent, and; (4) the teacher's own serious health condition.

Subd. 2. Salary and Fringe Benefits: Such leave shall be unpaid, except an eligible teacher, during such leave, shall be eligible for regular School District group health insurance contributions as provided in this Agreement for the period of the leave, but not

to exceed twelve (12) weeks per year, notwithstanding any other provisions of this Agreement.

Subd. 3. Eligibility: To be eligible for the benefits of this section and insurance contribution, a teacher must have been employed by the School District for the previous twelve (12) months and must have been employed for at least 1,250 hours during such twelve-month period.

Subd. 4. Substitution of Paid Leave: The teacher may elect, or the School District may require the teacher, to substitute paid vacation, paid sick leave, or paid personal leave for leave otherwise provided under this section. However, nothing herein, nor any other provision of this Agreement, shall require the School District to combine leaves for a period of time that exceeds twelve (12) weeks.

Subd. 5. Notification: The teacher will provide at least thirty (30) days of written notice of request for leave when the reason for the leave is foreseeable. The teacher shall further make reasonable efforts to schedule any treatment so as to minimize disruption of the work of the School District.

Section 8. Association Leave: During the duration of this Agreement, the association shall be credited with two (2) days to be used by teachers who are officers or agents of the association, such leave to be used at the discretion of the association. Seven (7) additional days may be used by the association by paying the substitute teacher's pay. Days used beyond the aforementioned nine (9) days shall be leave without pay. The association agrees to notify the School District, in writing, at least forty-eight (48) hours prior to the date for intended use of said leave.

Section 9. Child Conference/Classroom Activity Leave: All teachers will be granted 2 days per year to attend conference or classroom activities related to their children. Leave will not be reimbursed by the School District and will be given pursuant to M.S. statute. All days of leave not reimbursed by the School District will be subject to salary deduction on a per diem basis, prorated against the teacher's salary as per annual number of days on a teacher's contract.

Section 10. Other Leaves of Absence: All days of leave not reimbursed by the School District will be limited to one (1) per school year and other leave is subject to a salary deduction on a per diem basis, prorated against the teacher's annual salary - as 1/annual number of days on teacher's contract. In addition to the teacher salary deduction or per diem basis the teacher requesting and receiving approval for additional other leave (beyond the one day permitted per year) will also provide the necessary compensation for the substitute teacher needed to fill the teacher vacancy created due to other leave. Leave request for medical purposes for the employee and/or employee's immediate family as defined by Master Agreement Article XII Section 1, Subd. 4: Definition will be excluded from providing compensation for the substitute teacher. Other leave language as noted in Section 10 of Article XII regarding medical purposes is secondary to Section 7 of Article XII-the Family Medical Leave Act that defines teacher eligibility upon written request for up to 12 weeks of unpaid leave per year as stated in the Family Federal Leave Act. U.S.C. 2601 et. seq. for the reasons as listed in Subd. 1 of Section 7: items numbered (3) and (4)-conditions of health. Teachers will not be able to accumulate and/or carry over other leave days from one school year to the next school year. Teachers must request to the Superintendent of Schools both in writing and in person at a minimum of thirty (30) days in advance of all requests for other leave. Other leave requests will be granted at the discretion of the Superintendent of Schools in cooperation and with consultation of the building administrators/administrators. Teacher approval for other leave must have exhausted all personal leave days prior to making a request for other leave.

Section 11. Citizenship Obligation: A teacher called for jury duty or receiving a legal subpoena to give testimony before any judicial or administrative tribunal shall be compensated for the difference between teaching pay and the pay received for the performance of such obligation.

Section 12. Communications:

Subd. 1. Approving or Denying in Writing: All written request for leaves of absence by teachers shall be approved or denied in writing.

Subd. 2. Informed On or Before October 15: All teachers shall be informed in writing on or before the 15th of October each school year as to the days used for disability/sick leave, personal days, funeral days, emergency leave, other leave, and days of disability/sick leave remaining.

Section 13. Teacher Protection Bank: When a teacher has used all his/her disability/sick leave, the teacher may make withdrawals, as determined by the association, from the employee protection bank.

Subd. 1. Membership: Membership will be open to all teachers at the beginning of each school year or the beginning date of their contract thereafter.

Subd. 2. Assessed Day(s): All teachers who wish to participate will be assessed one day disability/sick leave. All assessed days will be accumulated from year to year in a bank where they will be available to participants who have used all designated disability/sick leave days. When all the days in the bank have been exhausted, all participants will be reassessed one day.

Subd. 3. Disability Income Insurance: The teacher protection bank shall not be used when a teacher qualifies for disability income insurance.

Subd. 4. Withdrawal: A teacher may withdraw from the "teacher protection bank" at the beginning of any school year. In case of withdrawal, a teacher's contribution of days to the teacher protection bank stays in the bank.

Subd. 5. Deducting Day(s): Days donated to the Teacher Protection Bank shall be deducted first from disability/sick leave days accrued in prior years before being deducted from the days accrued during the current year.

ARTICLE XIII: HOURS OF SERVICE

Section 1. Basic Day: The basic teacher's work day, inclusive of at least a thirty (30) minute "duty free" lunch break, will begin 30 minutes before the designated starting time of the students with the teacher being at his/her first class station fifteen minutes before the designated time for students and until 3:30 p.m. except on Fridays and days immediately preceding holidays. On those days teachers may leave after the buses leave.

One day each week teachers will be required to be in school an extra half an hour. The extra half an hour will be individually determined at each building. Teachers are not required to attend P.T.O., but they are responsible to notify parents if they are not going to be there for room visitations.

Section 2. Additional Activities: In addition to the basic school days, teachers shall be required to reasonably participate in school activities beyond the basic teacher's day as required by the School District or its designated representative. The normal duties for teachers include a reasonable share of extra-curricular, and supervisory activities, as determined by the School District.

Section 3. Special Education Teachers Exempt from Extra Duty Time: Special education teachers will be exempt from extra duty time due to the time spent after contracted hours in evaluation/IEP meetings. High School SPED teachers will be exempt from serving 13.5 hours of detention and lunch duty. Elementary SPED teachers will be exempt from door duty and the extra 30 minutes on Wednesday mornings, except for staff meetings.

ARTICLE XIV: LENGTH OF SCHOOL YEAR

Section 1. Teacher Duty Days: Pursuant to M.S. 120A.40, the School District shall, prior to April 1, establish the number of school days and teacher duty days for the next school year, and the teacher shall perform services on those days as determined by the School District, including those legal holidays on which the School District is authorized to conduct school and, pursuant to such authority, has determined to conduct school.

Section 2. Duty Days as Defined: The number of duty days for the school year 2023-2024 & 2024-2025 shall consist of 179 days for returning teachers and 180 days for teachers new to the School District.

Section 3. Emergency Closings: In the event of a student day or teacher duty day lost for any emergency, the teacher shall perform duties on that day or other such day in lieu thereof as the School District or its designated representative shall determine, if any.

ARTICLE XV: GRIEVANCE PROCEDURE

Section 1. Application: This grievance procedure shall be applicable whenever a public employer and the exclusive representative of public employees cannot reach agreement on a grievance procedure as required by P.E.L.R.A.

Section 2. Definitions:

Subd. 1. Grievance: "Grievance" means a dispute or disagreement as to the interpretation or application of any term or terms of any contract required under P.E.L.R.A.

Subd. 2. Days: "Days" mean calendar days excluding Saturday, Sunday, and legal holidays as defined by Minnesota Statutes.

Subd. 3. Service: "Service" means personal service or by certified mail.

Subd. 4. Reduced to writing: "Reduced to writing" means a concise statement outlining the nature of the grievance, the provision(s) of the contract in dispute, and relief requested.

Subd. 5. Small Group of Employees: "Small group of employees" means a group of employees consisting of five (5) or less.

Subd. 6. Answer: "Answer" means a concise response outlining the employer's position on the grievance.

Section 3. Steps:

Subd. 1. Step I: Whenever any employee or small group of employees have a grievance he or they shall meet on an informal basis with the employee's immediate supervisor in an attempt to resolve the grievance within twenty (20) days after the employee(s), through the use of reasonable diligence, should have had knowledge of the occurrence that gave rise to the grievance. If the grievance is not resolved within fifteen (15) days of the first informal meeting, the grievance may be reduced to writing by the exclusive representative and served upon the public employer's designee (see Step II). Service must be made within fifteen (15) days of the last informal meeting. The employer shall, within five (5) days of receipt of the written grievance, serve his answer upon the exclusive representative. In the event the exclusive representative refuses to process the grievance, the employee(s) may proceed with the grievance and if he so chooses, may select a designee to represent him.

If the grievance involves and affects more than five (5) employees, the grievance may be reduced to writing by the exclusive representative (or the employees or their designated representative in the event the exclusive representative has declined to proceed with the grievance) and must be served upon the employer within twenty (20) days after the grievance occurred or twenty (20) days after the grievants, through the use of reasonable diligence, should have had knowledge of the occurrence that gave rise to the grievance. The employer shall within five (5) days serve his answer upon the exclusive representative (or in the appropriate case, employee(s) or their designee).

Subd. 2. Step II: The employer's representative shall meet with the exclusive representative (or in the appropriate case, employee(s) or their designee) within seven (7) days after receipt of the written grievance. The parties shall endeavor to mutually resolve the grievance. If a resolution of the grievance results, the terms of that resolution shall be written on or attached to the grievance and shall be signed by all parties. If no agreement is reached within fifteen (15) days of the first Step II meeting, the exclusive representative (or in the appropriate case, employee(s) or their designee), if he elects to proceed with the grievance, must proceed with Step III by serving a proper notification on the appropriate Step III official(s). The notification shall contain a concise statement indicating the intention of the party to proceed with the grievance, an outline of the grievance, the provision(s) of the contract in dispute, and the relief requested.

Subd. 3. Step III: The employer, its chief administrator, or its special representative shall meet with the designated official of the exclusive representative (or in the appropriate case, employee(s) or their designee) within ten (10) days after receiving notice of intention to proceed with the grievance pursuant to Step II. If resolution of the grievance results, the parties shall reduce the resolution to writing and sign the memorandum as provided in Step II. If the parties are unable to reach agreement within ten (10) days after the first Step III

meeting, either party may request arbitration by serving a written notice on the other party of their intention to proceed with arbitration. If a grievance procedure is provided by a system of civil service or other such body, the exclusive representative or employee(s) must elect either to process the grievance through this procedure or the civil service's or other body's procedure, and in no event may a grievant avail himself of both procedures.

Subd. 4. Step IV: The employer and the employee representative shall endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If the employer and the employee representative is unable to agree on an arbitrator, they may request from the Director of the Bureau of Mediation Services, State of Minnesota, a list of five (5) names. The list maintained by the Director of the Bureau of Mediation Services shall be made up of qualified arbitrators who have submitted an application to the Bureau. The parties shall alternately strike names from the list of five (5) arbitrators until only one (1) name remains. The remaining arbitrator shall hear and decide the grievance. If the parties are unable to agree on who shall strike the first name, the question shall be decided by a flip of the coin. Each party shall be responsible for equally compensating the arbitrator for his fee and necessary expenses. The arbitrator shall not have the power to add to, to subtract from, or to modify in any way the terms of the existing contract. The decision of the arbitrator shall be final and binding on all parties to the dispute unless the decision violates any provision of the laws of Minnesota or rules or regulations promulgated thereunder, or municipal charters or ordinances or resolutions enacted pursuant thereto, which causes a penalty to be incurred thereunder. The decision shall be issued to the parties by the arbitrator, and a copy shall be filed with the Bureau of Mediation Services, State of Minnesota.

Processing of all grievances shall be during the normal workday whenever possible, and employees shall not lose wages due to their necessary participation. For purpose of this paragraph, employees entitled to wages during their necessary participation in a grievance proceeding is as follows:

1. The number of employees equal to the number of persons participating in the grievance proceeding on behalf of the public employer; or
2. If the number of persons participating on behalf of the public employer is less than three, three employees may still participate in the proceeding without loss of wages.

The parties, by mutual written agreement, may waive any step and extend any time limits in a grievance procedure. However, failure to adhere to the time limits may result in a forfeit of the grievance, or, in the case of the employer, require mandatory alleviation of the grievance as outlined in the last statement by the exclusive representative or employee.

The provisions of this grievance procedure shall be severable, and if any provision or Paragraph thereof or application of any such provision or paragraph under any circumstance is held invalid; it shall not affect any other provision or paragraph of this grievance procedure of the application of any provision thereof under different circumstances.

ARTICLE XVI: UNREQUESTED LEAVE OF ABSENCE AND SENIORITY AGREEMENT

Section 1. Purpose: The purpose of this article is to implement the provisions of M.S.122A.40, Subd. 10., which article, when adopted, shall constitute the required plan for ULA because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of school districts.

Section 2. Definitions: For purposes of this article, the terms defined shall have the meanings respectively ascribed to them.

Subd. 1. Teacher: “Teacher” shall mean those members of the unit as defined by PELRA and this agreement, except the provisions of this article shall not be applicable to any other bargaining unit member who is not a teacher as defined by M.S.122A.40, Subd.1.

Subd. 2. Qualified: “Qualified” shall mean a teacher who, in addition to the state license, has a major in the subject matter or field taught and has successfully had teaching experience in such subject matter or field within the past five (5) years, excluding teacher on special assignment. Successful teaching experience is defined as having taught the subject matter or field for at least 89 contract days and three hours or more per day.

Subd. 3. Seniority: “Seniority” applies only to Tier 3 and Tier 4 qualified teachers and commences with the initial date of service with the School District in a position requiring a teaching license.

For seniority purposes, teachers on special assignment should be placed on the seniority list according to their licensure area.

Section 3. Unrequested Leave of Absence:

Subd. 1. Terms: The School Board may place on ULA such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes. Such leave of absence shall continue for a period of five (5) years, after which the right to reinstatement shall terminate; provided the teacher’s right to reinstatement shall also terminate if the teacher fails to file with the School District, by April 1st of each year, a written statement requesting reinstatement. Such leave shall be effective no later than the close of the school year as mutually agreed upon by the teacher and the School District.

Subd. 2. Notice: Teachers placed on such leave shall receive initial notice by June 1st, and final notice by July 1st of the school year prior to the commencement of such leave with reason for said placement.

Subd. 3. Placement: Teachers shall be placed on ULA in inverse order of seniority in the field and subject matter employed with the following exceptions:

1. A Teacher who has acquired continuing contract rights must not be placed on unrequested leave of absence (ULA) while Tier 1 – licensed, Tier 2 – licensed, or probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is licensed. Tier 3 and Tier 4 continuing contract teachers shall be placed on unrequested leave of absence in inverse order of seniority, as calculated in initial date of service as a licensed teacher.

2. No teacher holding a master's degree or higher in the field and subject matter employed shall be placed on ULA if any other qualified teacher employed in the same field and subject matter holds less than a master's degree.

Subd. 4. Affirmative Action Program: This section shall not apply if its application will result in any violation of the School District's affirmative action program which shall include ethnicity, race, color, or sex; and any teacher employed in an affirmative action program may be retained in the same field or subject matter of a teacher with greater seniority if such retention is necessary to effectuate with purposes of such affirmative action program.

Subd. 5. Tie-Breaker: In the case of equal seniority, the following steps will be followed in order until the tie is broken:

1. Years of service as qualified teacher. Preference given to years of qualified teaching service within district.
2. Special or advanced certification in subject area
3. Total graduate credits beyond master's degree
4. Total graduate credits beyond a bachelor's degree
5. Most recent summative evaluation outcome, including Professional Growth Plan
6. Employment history of coaching/advising of any curricular, extra-curricular or co-curricular programs, preference given to active coaches/advisors.

Subd. 6. Additional Assignments: If reduction in number of teachers based on seniority would result in the discontinuance of any curricular program, the teacher in such program may not be placed on ULA, and the next senior teacher may be placed on such leave, at the discretion of the School District.

Subd. 7. Years of Service: Any teacher placed on such leave may engage in teaching or any other occupation during such a period and may be eligible for re-employment insurance if otherwise eligible for such compensation under that law, and such leave will not result in a loss of credit for years of service in the School District earned prior to the commencement of such leave.

Subd. 8. Vacancies and Notifications: No teacher shall be hired by the School District while any qualified teacher is on unrequested leave of absence in that field of licensure unless the teacher fails to advise the School Board of their desire to accept the position within ten (10) days of the date of notification that a position is available to that teacher on unrequested leave. The District will not apply for a Tier 1 or Tier 2 teaching license for any individual while a teacher who has acquired continuing contract rights is on unrequested leave of absence unless the position has been offered to and rejected by the teacher on ULA.

Section 4. Dropping a License: A teacher shall not be permitted to exercise seniority to displace another teacher in a different licensure area by dropping the license in the subject matter in which the teacher is currently assigned by the School District in order to acquire a different assignment through the ULA process. If a teacher drops the license which qualified the teacher for the teacher's current

assignment, the School District may place the teacher on ULA, and the teacher shall have no bumping rights nor realignment rights in another licensure area.

Section 5. Reinstatement:

Subd. 1. Process: No new teacher at any licensure tier shall be employed by the School District while any qualified teacher is on ULA in the same field and subject matter. Teachers placed on ULA shall be reinstated to the positions from which they have been given leave or any other available positions in the School District in the fields in which they are qualified as such positions become available. The order of reinstatement shall be in inverse order in which teachers were placed on ULA.

Subd. 2. Notices: When placed on ULA, a teacher must file his/her name and address, to which any notice of reinstatement or availability of position shall be mailed, with the School District personnel office. Proof of service by the person in the School District depositing such notice to the teacher at the last known address shall be sufficient, and the teacher on ULA shall be responsible to provide for forwarding of mail or for address changes. Failure of a notice to reach a teacher shall not be the responsibility of the School District if any notice has been mailed as provided in this article.

Subd. 3. Acceptance of Reemployment: If a full-time position becomes available for a qualified teacher on ULA, the School District shall mail, by certified mail, the notice to such teacher who shall have ten (10) days from the date of such notice to accept the reemployment. Failure to accept, in writing by certified mail, within such ten (10) business day period shall constitute a waiver on the part of the teacher to any further rights of employment or reinstatement, and that teacher shall forfeit any future reinstatement or employment rights.

A teacher placed on unrequested leave of absence shall have rights to reinstatement for a period of five years (5) or until the teacher is fully reinstated, after which the right to reinstatement shall terminate. Teachers placed on unrequested leave of absence must be reinstated to the positions from which they have been given leaves of absence, or, if not available, to other positions in the School District in the fields in which they are qualified. Reinstatement must be in the inverse order of placement on leave of absence. A teacher must not be reinstated to a position in a field in which the teacher holds only a provisional license, other than a vocational education license, while another teacher who holds a non-provisional license in the same field remains on unrequested leave. A teacher on unrequested leave does not forfeit right to reinstatement when accepting a position for less than the full position they were placed on leave from. Acceptance of a lesser position does not change any of the timelines that are in place related to the original ULA.

Subd. 4. Reinstatement Rights: Reinstatement rights shall automatically cease for (5) years from the date ULA was commenced, and no further rights to reinstatement shall exist unless extended by written mutual consent of the School Board, Education Minnesota Barnesville, and the qualified teacher.

Section 6: Establishment of Seniority List:

Subd. 1. Preparation: By January 15 of each school year, the School District shall create and post a seniority and licensure list. The list will include the name of every teacher, their seniority date, continuing contract or probationary status, and licensure area by tier. The list will be posted at all school buildings in the District and email notification will be provided to teachers when the list is initially posted.

Subd. 2. Request for Change: Any teacher whose name appears on such list and who may disagree with the order of seniority in said list shall have ten (10) business days from the date of posting to supply written documentation, proof, and request for seniority change to the Superintendent.

Subd. 3. Final List: Within ten (10) business days after the request for change period has ended, the School District will prepare and post a final seniority and licensure list. The list will be posted at all school buildings in the District and email notification will be provided to teachers. The final seniority and licensure list shall be binding on the School District and any teacher, subject to the hearing process outlined in Section 10 Procedure.

Section 7. Filing of Licenses: In any year in which a reduction of teaching positions is occurring and the School Board is placing teachers on ULA, only those licenses actually received in the Superintendent's office for filing as of January 15th of such year shall be considered for the purposes of determining lay-off within areas of licensure for the following school year. A license filed after January 15th shall be considered for purposes of recall but not for the current reduction.

Section 8: Effect: This article shall be effective at the beginning date of this Master Agreement and shall be governed by its duration clause. This article shall govern all teachers as defined in Section 2., Subd. 1. above and shall not be construed to limit the rights of any other licensed employee not covered by the Master Agreement or other Master Agreement affecting such licensed employee.

Section 9. Procedure: Following School Board action on discontinued positions and School Board action proposing placement of teachers on unrequested leave of absence, each individual teacher proposed for placement on unrequested leave of absence shall receive notice of the proposed placement that:

1. States the applicable grounds for the proposed placement,
2. Provides notice to the teacher of their right to request a hearing on proposed placement within 14 days from the receipt of the notice; and
3. Provides notice to the teacher that failure to request a hearing will be deemed acquiescence to the School Board's proposed placement action.

Subd. 1. Right to a Hearing and Decision: If the teacher requests a hearing, teachers proposed for placement on unrequested leave of absence pursuant to School Board action shall be entitled to a hearing and challenge the proposed placement pursuant to the grievance as provided in this agreement commencing at the grievance mediation level.

Subd. 2. Final Board Action: Final School Board action to place a teacher on unrequested leave of absence must take place prior to July 1. Final School Board action must not occur before notice to the teacher as required above and acquiescence, or notice to the teacher as required above and the grievance mediation process.

ARTICLE XVII: DURATION

Section 1. Terms and Reopening Negotiations: This Master Agreement shall remain in full force and effect for a period commencing on July 1, 2021, through June 30, 2023, and thereafter until modifications are made pursuant to the P.E.L.R.A. If either party desires to modify or amend this Master Agreement commencing on July 1, 2023, it shall give written notice of such intent no later than May 1, 2023. Unless otherwise mutually agreed, the parties shall not commence negotiations more than 90 days prior to the expiration of this Master Agreement.

Section 2. Effect: This Master Agreement constitutes the full and complete Master Agreement between the School District and the exclusive representative. The provisions herein relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Finality: Any matters relating to the current contract terms, whether or not referred to in this Master Agreement, shall not be open for negotiation during the term of this Master Agreement.

Section 4. Severability: If any provision of this Master Agreement or any application of the Master Agreement shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

ARTICLE XVIII: DUPLICATION OF AGREEMENT

Copies of this Master Agreement titled "Master Agreement between the Barnesville School District and Education Minnesota-Barnesville" shall be duplicated electronically or hardcopy form at the expense of the School District within thirty (30) days after the Agreement is signed. An electronic copy will be made available for all staff members, will be posted on the District Web Site and upon request a hardcopy of the Agreement will be presented to those hereafter employed, or considered for employment by the School Board. Furthermore, the school district shall furnish five (5) copies per building, a total of (10) copies per District of the Master Agreement to the association for its use.

ARTICLE XIX: DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have executed this Master Agreement as follows:

Education Minnesota Barnesville

Lisa D. Gilbertson

President

Megan Skogard

Secretary

Tracy Harris

Chief Teacher Negotiator

Dated this: April 4, 2024

Independent School District # 146

School Board Chairperson

School Board Clerk

Chief School Board Negotiator

Dated this: _____

2023-2024 SCHEDULE A

STEP	BA	BA+10	BA+20	BA+30	MA	MA+10	MA+20
1	44,159	45,129	46,147	47,340	48,573	49,899	51,324
2	45,129	46,147	47,340	48,573	49,899	51,324	52,840
3	46,147	47,340	48,573	49,899	51,324	52,840	54,455
4	47,340	48,573	49,899	51,324	52,840	54,455	56,172
5	48,573	49,899	51,324	52,840	54,455	56,172	57,980
6	49,899	51,324	52,840	54,455	56,172	57,980	59,903
7	51,324	52,840	54,455	56,172	57,980	59,903	61,931
8	52,840	54,455	56,172	57,980	59,903	61,931	64,074
9	54,455	56,172	57,980	59,903	61,931	64,074	66,391
10	56,172	57,980	59,903	61,931	64,074	66,391	68,886
11	57,980	59,903	61,931	64,074	66,391	68,886	71,559
12	59,903	61,931	64,074	66,391	68,886	71,559	74,407
13	61,931	64,074	66,391	68,886	71,559	74,407	77,431
14	64,074	66,391	68,886	71,559	74,407	77,431	80,635
15	66,391	68,886	71,559	74,407	77,431	80,635	84,013

*MA = BA+60 and MA+10 = BA+75

2024-2025 SCHEDULE B

STEP	BA	BA+10	BA+20	BA+30	MA	MA+10	MA+20
1	45,926	46,934	47,992	49,233	50,515	51,895	53,377
2	46,934	47,992	49,233	50,515	51,895	53,377	54,953
3	47,992	49,233	50,515	51,895	53,377	54,953	56,634
4	49,233	50,515	51,895	53,377	54,953	56,634	58,418
5	50,515	51,895	53,377	54,953	56,634	58,418	60,299
6	51,895	53,377	54,953	56,634	58,418	60,299	62,299
7	53,377	54,953	56,634	58,418	60,299	62,299	64,409
8	54,953	56,634	58,418	60,299	62,299	64,409	66,637
9	56,634	58,418	60,299	62,299	64,409	66,637	69,047
10	58,418	60,299	62,299	64,409	66,637	69,047	71,642
11	60,299	62,299	64,409	66,637	69,047	71,642	74,421
12	62,299	64,409	66,637	69,047	71,642	74,421	77,383
13	64,409	66,637	69,047	71,642	74,421	77,383	80,529
14	66,637	69,047	71,642	74,421	77,383	80,529	83,860
15	69,047	71,642	74,421	77,383	80,529	83,860	87,374

*MA = BA+60 and MA+10 = BA+75

2023-2024 SCHEDULE C

Position		Step 1	Step 2	Step 3	Step 4	Step 5
		BA Step 1	BA Step 2	BA Step 3	BA Step 5	BA Step 8
	%	44,159	45,129	46,147	48,573	52,840
Football, Volleyball, Basketball, Wrestling						
Head	12.00%	5,299	5,415	5,538	5,829	6,341
Assistant	8.50%	3,754	3,836	3,922	4,129	4,491
9th Grade	7.25%	3,202	3,272	3,346	3,522	3,831
7th & 8th	5.00%	2,208	2,256	2,307	2,429	2,642
Cheerleading - Per Activity (Football, Basketball, Wrestling)						
High School CL	2.00%	883	903	923	971	1,057
Track B & G, Baseball, Softball, Golf, Cross Country						
Head	10.75%	4,747	4,851	4,961	5,222	5,680
Assistant	6.00%	2,650	2,708	2,769	2,914	3,170
7th & 8th	4.80%	2,120	2,166	2,215	2,331	2,536
Music						
Jazz Band	2.50%	1,104	1,128	1,154	1,214	1,321
Marching Band	2.50%	1,104	1,128	1,154	1,214	1,321
Pep Band	2.50%	1,104	1,128	1,154	1,214	1,321
Show Choir	2.50%	1,104	1,128	1,154	1,214	1,321
Plays						
Musical per Director	3.00%	1,325	1,354	1,384	1,457	1,585
Declamation						
Debate/Speech	2.50%	1,104	1,128	1,154	1,214	1,321
Advisors						
AFS	1.50%	662	677	692	729	793
Art Club	1.50%	662	677	692	729	793
E-sports	2.50%	1,104	1,128	1,154	1,214	1,321
FCCLA	4.50%	1,987	2,031	2,077	2,186	2,378
FFA	5.50%	2,429	2,482	2,538	2,671	2,906
Knowledge Bowl	3.00%	1,325	1,354	1,384	1,457	1,585
Knowledge Bowl -Jr High	2.50%	1,104	1,128	1,154	1,214	1,321
National Honor Society	1.00%	442	451	461	486	528
One Act Play	2.50%	1,104	1,128	1,154	1,214	1,321
PaY Advisor	2.50%	1,104	1,128	1,154	1,214	1,321
Prom Advisor	3.00%	1,325	1,354	1,384	1,457	1,585
Renaissance	3.00%	1,325	1,354	1,384	1,457	1,585
Robotics	2.50%	1,104	1,128	1,154	1,214	1,321
School Patrol	2.00%	883	903	923	971	1,057
Student Council	6.00%	2,650	2,708	2,769	2,914	3,170
Weight Room Coordinator	5.00%	2,208	2,256	2,307	2,429	2,642
Wellness Coordinator	1.50%	662	677	692	729	793
Yearbook	6.00%	2,650	2,708	2,769	2,914	3,170
Misc.		Per Event	Per Hour			
Bus Chaperone		34	\$0.205/mile	(Which ever is greater)		
Concessions		93	na			
Drivers' Ed		na	26.72			
Staff Development		na	32.00			
Summer School		na	26.72			
Supervisor		48	na			
Ticket Taker		48	na			

2024-2025 SCHEDULE C

Position		Step 1	Step 2	Step 3	Step 4	Step 5
		BA Step 1	BA Step 2	BA Step 3	BA Step 5	BA Step 8
	%	45,926	46,934	47,992	50,515	54,953
Football, Volleyball, Basketball, Wrestling						
Head	12.00%	5,511	5,632	5,759	6,062	6,594
Assistant	8.50%	3,904	3,989	4,079	4,294	4,671
9th Grade	7.25%	3,330	3,403	3,479	3,662	3,984
7th & 8th	5.00%	2,296	2,347	2,400	2,526	2,748
Cheerleading - Per Activity (Football, Basketball, Wrestling)						
High School CL	2.00%	919	939	960	1,010	1,099
Track B & G, Baseball, Softball, Golf, Cross Country						
Head	10.75%	4,937	5,045	5,159	5,430	5,907
Assistant	6.00%	2,756	2,816	2,880	3,031	3,297
7th & 8th	4.80%	2,204	2,253	2,304	2,425	2,638
Music						
Jazz Band	2.50%	1,148	1,173	1,200	1,263	1,374
Marching Band	2.50%	1,148	1,173	1,200	1,263	1,374
Pep Band	2.50%	1,148	1,173	1,200	1,263	1,374
Show Choir	2.50%	1,148	1,173	1,200	1,263	1,374
Plays						
Musical per Director	3.00%	1,378	1,408	1,440	1,515	1,649
Declamation						
Debate/Speech	2.50%	1,148	1,173	1,200	1,263	1,374
Advisors						
AFS	1.50%	689	704	720	758	824
Art Club	1.50%	689	704	720	758	824
E-sports	2.50%	1,148	1,173	1,200	1,263	1,374
FCCLA	4.50%	2,067	2,112	2,160	2,273	2,473
FFA	5.50%	2,526	2,581	2,640	2,778	3,022
Knowledge Bowl	3.00%	1,378	1,408	1,440	1,515	1,649
Knowledge Bowl -Jr High	2.50%	1,148	1,173	1,200	1,263	1,374
National Honor Society	1.00%	459	469	480	505	550
One Act Play	2.50%	1,148	1,173	1,200	1,263	1,374
PaY Advisor	2.50%	1,148	1,173	1,200	1,263	1,374
Prom Advisor	3.00%	1,378	1,408	1,440	1,515	1,649
Renaissance	3.00%	1,378	1,408	1,440	1,515	1,649
Robotics	2.50%	1,148	1,173	1,200	1,263	1,374
School Patrol	2.00%	919	939	960	1,010	1,099
Student Council	6.00%	2,756	2,816	2,880	3,031	3,297
Weight Room Coordinator	5.00%	2,296	2,347	2,400	2,526	2,748
Wellness Coordinator	1.50%	689	704	720	758	824
Yearbook	6.00%	2,756	2,816	2,880	3,031	3,297
Misc.		Per Event	Per Hour			
Bus Chaperone		36	\$0.214/mile	(Which ever is greater)		
Concessions		97	na			
Drivers' Ed		na	27.79			
Staff Development		na	33.28			
Summer School		na	27.79			
Supervisor		50	na			
Ticket Taker		50	na			

Jennifer Gylland
404 7th St NE
Barnesville, MN 56514

District 146 School Board
Barnesville, MN 56514

March, 2024

To the Barnesville School Board, Dr. Ellerbusch and Mr. Strand,

This letter is to inform you of my intent to retire from teaching from the Barnesville School District. My last day of employment will be the last day of the district's school year for teachers.

I wish to thank the district for allowing me to spend the bulk of my teaching career in the place we have called home for almost 30 years. I have worked with colleagues who have allowed me to grow as an educator and as a person. More importantly, I have worked with students who have allowed me to grow as an educator and as a person. For all these opportunities, I will always be grateful.

Sincerely,
Jennifer Gylland

EARLY INCENTIVE RETIREMENT AGREEMENT

JENNIFER GYLLAND

This Agreement is entered into by and between Independent School District No. 146, Barnesville, Minnesota (the “School District”) and Jennifer Gylland (the “Employee”).

RECITALS:

WHEREAS, Minnesota Statutes, Section 122A.48, as amended (“Section 122A.48”) authorizes school districts, in their complete discretion, to provide an early retirement incentive to eligible teachers; and

WHEREAS, an “eligible teacher,” for purposes of Section 122A.48, means a teacher who has at least fifteen (15) total years of full-time teaching service in elementary, secondary and technical colleges, or at least fifteen (15) years of allowable service in accordance with Section 122A.48, subd. 1(b)(i) and has or will have attained the age of fifty-five (55) years but less than sixty-five (65) years as of June 30, 2024; or has at least thirty (30) years of full-time teaching service in elementary, secondary or technical colleges, or at least thirty (30) years of allowable service in accordance with Section 122A.48, subdivision 1(b)(2); and

WHEREAS, Employee is an eligible teacher for purposes of Section 122A.48; and

WHEREAS, Employee has submitted a timely application to the School Board of the School District for a contract for termination of services, withdrawal from active teaching service, and payment of an early retirement incentive; and

WHEREAS, the School Board of the School District has the complete discretion to approve or deny Employee’s application; and

WHEREAS, Education Minnesota-Barnesville (hereinafter the “Union”) is the exclusive bargaining representative of the teachers employed by the School District, including Employee; and

WHEREAS, the Union has negotiated a 2023-2025 Master Agreement (hereinafter the “CBA”) with the School District setting forth the terms and conditions of employment of all teachers employed by the School District, including Employee; and

WHEREAS, Employee has consulted with the Union and is fully advised of her legal rights and any and all other rights she may have regarding her employment by the School District; and

WHEREAS, the School Board of the School District is willing to approve Employee’s application subject to the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. ***Resignation and Retirement from Employment.*** By not later than April 15, 2024, Employee shall notify the School District in writing that Employee will resign her teaching position with the School District and retire from active teaching service. The resignation and retirement shall be effective as of the end of the 2023-2024 school year (the “Effective Resignation and Retirement Date”).

2. ***Early Retirement Incentive.*** In consideration of Employee’s resignation and retirement, the School District shall, notwithstanding anything in the CBA to the contrary, pay Employee eight (8) installments of Ten Thousand Dollars (\$10,000) (each installment an “Early Retirement Incentive Payment”) as follows:

a. Each installment of the Early Retirement Incentive Payment shall be paid on July 15 of each year, commencing July 15, 2024. The final Early Retirement Incentive Payment shall be paid on July 15, 2031.

b. To the extent permitted by applicable law, each Early Retirement Incentive Payment shall be deposited into a post-retirement health care savings plan offered by the School District’s vendor of choice. Employee may use the funds in the post-retirement health care savings plan to pay for any medical expense authorized thereunder. In the event the amount of an Early Retirement Incentive Payment exceeds the maximum allowed annual contribution to the post-retirement health care savings plan, the excess amount shall be deposited into Employee’s 403(b) plan, unless the deposit of such funds is not permitted by law or the 403(b) plan, in which event the excess amount shall be paid in cash to the Employee, subject to applicable deductions and withholdings, including, but not limited to, federal and state income taxes and FICA.

3. ***Unemployment Benefits.*** Any amount of unemployment benefits that Employee receives and for which the School District is required to pay into the unemployment insurance program trust fund pursuant to Minnesota Statutes, Section 268.052, subdivision 1, as amended, shall be deducted by the School District from the early retirement incentive provided for in Section 2 herein, or recovered by the School District from Employee up to the amount of the early retirement incentive provided herein.

4. ***Eligibility Conditions.*** Notwithstanding anything in this Agreement to the contrary, Employee shall not be eligible for the early retirement incentive as provided herein if Employee is discharged or terminated prior to the Resignation and Retirement Effective Date. In the event Employee dies before the last installment of the Early Retirement Incentive Payment is made, the Early Retirement Incentive Payments, if any, shall be paid to Employee’s spouse in accordance with the terms of this Agreement. If the Employee’s spouse dies first and then the Employee dies, the Early Retirement Incentive Payments, if any, shall immediately cease and the School District shall have no further obligation to make any such payments.

5. ***Tax Considerations.*** Employee acknowledges and agrees that the School District, its employees and agents, have made no representations regarding taxes that may be due as a result of the consideration provided pursuant to this Agreement. Employee understands and agrees that the School District has no duty to defend Employee against any claims brought by taxing authorities related in any way to any payments made to Employee pursuant to this Agreement. Employee further understands and agrees that Employee shall fully indemnify the School District, its current and former board members, employees and agents, for any claims brought by taxing authorities against the School District.

6. ***No Past Practice.*** The parties hereto acknowledge and agree that the early retirement incentive described herein is being offered by the School District on a one-time only basis. The Union agrees that nothing in this Agreement may be deemed to establish a binding precedent, practice, or to alter any existing precedent or practice arising out of or relating to the CBA between the School District and the Union. No party may refer to this Agreement or submit it in any proceeding or case as evidence of a precedent, practice, or past practice.

7. ***Voluntary Agreement.*** By executing this Agreement, each of the parties hereto acknowledges and agrees that they have carefully read and understand all of the provisions of this Agreement and that they have entered into this Agreement voluntarily. Employee further acknowledges and agrees that Employee has had the opportunity to consult with representatives of the Union or legal counsel of Employee's choosing and the parties agree that there were no inducements or representations leading to the execution of this Agreement except as specifically set forth herein.

8. ***Severability.*** If any provision of this Agreement is held to be illegal, invalid or unenforceable under present or future laws, rules or regulations, such provision shall be fully severable and this Agreement shall be construed and enforced as if such illegal, invalid or unenforceable provision had never comprised a part of the Agreement. Upon such determination that any term or other provision is invalid, illegal or unenforceable, the parties hereto shall negotiate in good faith and attempt to modify this Agreement so as to give effect to the original intent of the parties as closely as possible.

IN WITNESS WHEREOF, the undersigned parties hereto have duly executed this Agreement as of the date indicated next to the name of the party who signs below.

[SIGNATURES TO FOLLOW]

INDEPENDENT SCHOOL DISTRICT NO.
146

Dated: _____, 2024


By:

Board Chair

Clerk

Dated: 4/8, 2024

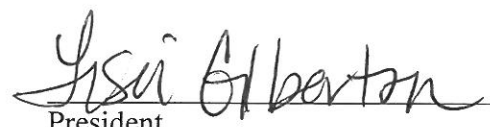
By:



Jennifer Gylland

Dated: _____, 2024

By:



President
Education Minnesota – Barnesville

13. Addendum

A. Health Insurance Renewal with Lakes Country Service Cooperative and Medica

123



2024-25 Health Insurance Renewal Barnesville Public Schools





March 26, 2024

Dear Jon Ellerbusch,

The Minnesota Healthcare Consortium (MHC) is excited to provide you with a renewal offering in our Statewide Large Group Health Insurance Pool. This statewide pool is member owned, self-insured, and locally managed. Member groups reap the rewards of self-insurance, without the associated risk of claims exceeding expected levels. Our statewide pool reduces the volatility of claim cost fluctuations that an individual group would experience on their own.

Included in this mailing is a renewal containing plan designs requested by your group leader and/or broker. This renewal is administered by MHC through Medica. Each group can choose their plan designs, and we have alternate benefit plans that might interest you. If you would like to see additional benefit alternates, please let us know. We would be happy to assist you.

Also included in this renewal are the additional benefits for having your health insurance with MHC. We are dedicated to empowering and engaging our members in lifelong health and wellbeing. We feel that the programs provided in this renewal help us to achieve this mission. These programs, along with the regional wellness programs described in this renewal are included to enrolled staff at no additional cost to the group.

In addition to our health insurance pool, we have other insurance opportunities available to our members including telehealth, dental, vision, and long-term care. These programs are offered at a reduced cost to you as a Regional Service Cooperative member.

We look forward to working with you and your staff on your benefit program. If you have questions about this information, please contact your Regional Service Cooperative.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Carlson", is positioned above the typed name.

Jason Carlson, MHC Board President
Minnesota Healthcare Consortium



Group Leader Information

July 2024

Reminders

- **The Medicare Part D Credible Coverage** – notification will be mailed to all members annually. This is a task group leaders no longer need to complete as it will be managed by our medical carrier.
- **PCORI** – fees are paid by your organization. MHC will send data annually in June for the report due by July 31.
- **IRS deductible indexing** – Annually the IRS adjusts the minimum and maximum annual deductible and other out-of-pocket expenses for high deductible health plans. If you have the minimum or maximum plan MHC will automatically make the adjustment to remain in compliance with the IRS.
- **Filing 1094 and 1095s** - 26 CFR § 301.6011-2(b) and (c) was amended to provide that electronic filing of Forms 1094-1095 is required if the employer files 10 or more forms. Click here for more information: [Electronic-Filing Requirements for Specified Returns and Other Documents](#)

Medica Self Insured (MSI) Administrative Changes

- See attachment for benefit/language change grid. Your service cooperative insurance consultant will review these updates with you after renewal.

Enrollment Platform

- Benefitsolver continues as your platform for enrollment & billing. If contact information for your office needs to be updated, please contact your service cooperative consultant.

Plan Documents

- Updated Summary Plan Documents (SPDs) will be available after the renewal date on the Medica Portal for each member.
- Updated Summary of Benefits and Coverage (SBC) will be produced after the signed confirmation is returned. The SBC takes 4-6 weeks to produce.

Open Enrollment

- Regional Service Cooperative staff are available to meet with you and/or present to your staff
- We have materials for you to share with staff related to the new programs available through our partnership with Medica.



Contact information:

Regional Service Cooperative	Medica	BenefitSolver Enrollment & Billing portal
<p>Dan Weir Insurance and Risk Management Consultant danjw@ebisinc.net (612) 799-2999</p> <p>Melissa Walvatne Director of Finance and Risk Management mwalvatne@lcsc.org (218) 737-6506</p>	<p>Sarah Bagley-Lindgren Strategic Account Manager sarah.bagley@medica.com (952) 992-2869</p>	<p>Judy Nordhoff Account Manager Billing/Eligibility jnordhoff@capstonebenefits.com (317) 793-2916</p>
<p>Website: mnhc.gov</p>	<p>Pre-enrollment website: mhc2.welcometomedica.com/home Medica Website https://www.medica.com/</p> <p>Group Leader Service Center 1 (952) 992-2200 or 1 (800)-936-6880</p> <p>Member Customer Service 1 (877)-347-0282</p> <p>Email: MedicaServiceCenter@Medica.com</p>	<p>Website: www.benefitsolver.com</p> <p>Email Inquiries: MHC@capstonebenefits.com</p>



Terms and Conditions

1. The Lakes Country Service Cooperative, your Regional Service Cooperative's, medical & pharmacy benefits program is administered by Medica. Medica also underwrites the specific and aggregate stop loss insurance and provides customer service and account management support. The Minnesota Healthcare Consortium, of which Lakes Country Service Cooperative is a member, also self-insures a layer of stop loss combined with other participating service cooperatives in a statewide pooling arrangement.
2. The rates are contingent on being the only health plan(s) that you offer.
3. The rates are based on the benefit description and expected enrollment shown for each plan. If you request different benefits, or if your actual enrollment varies from expected enrollment listed by more than 10%, we reserve the right to make changes to the rates.
4. At least 50% of the total number of all eligible employees must enroll in the program for coverage to be offered to your group.
5. The employer must contribute at least 50% of the cost of the lowest priced health plan offered to your employees.
6. Rates included are guaranteed for 12 months beginning on July 1, 2024 contingent on becoming a member of the service cooperative.
7. Rates and plans are compliant with state and Federal regulations, including ACA.
8. Cash in lieu of benefits are not recommended. Please discuss variations with the Service Cooperative.
9. Quoted rates do not include commission.
10. Your account will continue to be serviced locally by Dan Weir and Melissa Walvatne at Lakes Country Service Cooperative and Sarah Bagley-Lindgren of Medica.
11. The Lakes Country Service Cooperative collects premiums in full from members via ACH on a monthly basis.

For questions, please contact:

Dan Weir
Insurance and Risk Management Consultant
danjw@ebisinc.net
(612) 799-2999

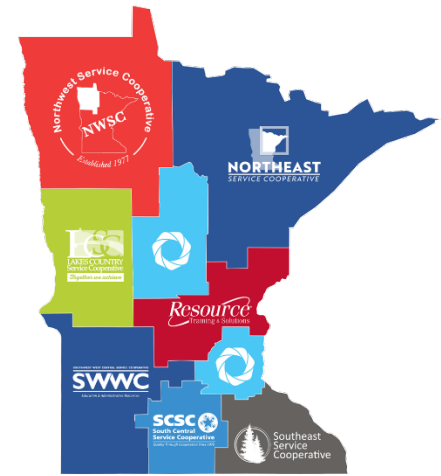
Melissa Walvatne
Director of Finance and Risk Management
mwalvatne@lcsc.org
(218) 737-6506



Renewal Checklist

Here is a guide to the forms to submit and steps that need to take place:

1. **Renewal**
 - a. Rate Confirmation Page: Be sure to check yes or no next to the plans your group is choosing.
 - b. Buy-up programs: If you are adding any additional programs to your renewal this year indicate that to your MHC contact.
 - c. BenefitSolver: If you have any changes or additions to your benefit team request an updated admin access form.
 - d. Sign all documents and email them to your MHC contact by May 1, 2024.
2. **Open Enrollment:** Hold an Open Enrollment meeting with your staff to educate them on their plan choices for the year.
3. **Employee Plan Changes:** Enter the employee plan changes into the BenefitSolver system by May 31, 2024.



Health insurance is a need and providing it can be a challenge for organizations of all sizes. The Minnesota Healthcare Consortium is a partner in bringing cities, counties, and schools the best plans at the best pricing, along with extensive wellness resources to serve the needs of your staff.

The MHC health insurance pools provides you the freedom to select the doctor and health plan of your choice. You will be the decision maker to see any doctor, clinic, or hospital for your care. This flexibility gives you greater satisfaction about your healthcare, which leads to perceived and actual improvements in your well-being.

“We are dedicated to empowering and engaging our members in lifelong health and well-being”

www.mnhc.gov

Healthcare Benefit Programs

My Health Rewards by Medica Complete activities personalized for you and earn rewards. Employees can earn up to \$345 in rewards per year and spouse and dependents can earn up to \$225 in rewards per year.

Life Time Digital Fitness Get hundreds of on-demand and live streaming fitness classes, meditations, and wellness content to support your goals at no additional cost to you.

Omada Preventive or Diabetes program
MHC will cover the entire cost of the program for members who are at risk for type 2 diabetes or heart disease or are living with diabetes.

Omada for Joint & Muscle Health Virtual program focusing on building muscle to prevent aches & pains. Licensed physical therapists will assess and provide a personalized recovery plan for members who qualify.

Ovia Health guides you through your pregnancy, parenting, and reproductive health journey — including trying to conceive and managing menopause.

Self Care by AbleTo Self-care techniques, coping tools, meditations, sleep tracking, and more at no cost — anytime, anywhere with Self Care by AbleTo. In addition, MHC Medica members receive access to online therapy covered under their plan as behavioral health office visit.

Mayo Clinic Complex Care Medica Choice Passport member facing serious, complex or rare medical conditions may be eligible for care at Mayo Clinic with your travel and lodging covered by MHC.

Worksite Wellness Regional programs offered for customized wellness experiences that increases employee engagement and makes the healthy choice the easy choice for their staff.

TelaDoc* Access doctors and therapists by phone, web, or app, including programs for back care, dermatology and nutrition.

VSP Vision Care* Personalized care from a VSP network doctor at low out-of-pocket costs.





Health Plan Rate Confirmation for:

Barnesville Isd 146

Effective Date: 7/1/2024

INSTRUCTIONS:

Please complete and return a signed copy of this rate confirmation to your Service Cooperative Representative no later than: **5/1/2024**

Check the plans that are to be implemented on the effective date by entering a "yes" or "no" in the "Elect this plan?" column.

If applicable, verify broker fees or commissions and information listed below that apply to the group's policy as of the effective date.

If applicable, the cost of commissions listed below are included in the monthly premium rates. Any changes to the commissions noted below will change the rates accordingly.

Plan(s)	Description(s)	Coverage	Contracts *	Current Rates	MONTHLY RATES		Elect this plan? Yes / No
						EFFECTIVE 7/1/2024	
1	MSI PP MN 3200-0% HSA	Single	15	\$840.24		\$885.64	_____
		Family	9	\$2,108.06		\$2,221.94	_____
2	MSI PP MN 500-30%	Single	20	\$976.50		\$1,014.52	_____
		Family	3	\$2,449.94		\$2,545.32	_____
3	MSI PP MN 1200-0%	Single	8	\$991.72		\$1,045.30	_____
		Family	6	\$2,488.12		\$2,622.52	_____
4	MSI PP MN 6000-0% HSA	Single	5	\$714.56		\$753.18	_____
		Family	3	\$1,792.78		\$1,889.62	_____
5	MSI ECC MN 500-30%	Single	6	\$781.20		\$825.98	_____
		Family	0	\$1,959.56		\$2,072.30	_____
6	MSI ECC MN 6000-0% HSA	Single	1	\$571.66		\$602.54	_____
		Family	1	\$1,434.22		\$1,511.70	_____
TOTAL ALL PLANS				Monthly Premium	\$96,963	\$101,811	
				Annual Premium	\$1,163,552	\$1,221,730	
* Based on the group's most recent enrollment data.				% Annual Adjustment		5.0%	
Rates are guaranteed for one year beginning 7/1/2024.				\$ Annual Adjustment		\$58,178	

Broker commissions included?	No	\$0.00 per contract/mo	0.00%	of total plan premium
Brokerage agency	_____	Broker name	_____	

Plans, Monthly Rates and Commissions (if applicable) approved by:

Print name: _____

for: **Barnesville Isd 146**

Signature: _____

Date: _____

Plan 1:	MSI PP MN 3200-0% HSA	\$3200/6400 Ded, 100/0% Coins, \$3200/6400 OOP, Ded/Coins with Prev Rx, (OON: 3200/6400, 0%, 3200/6400) DED/OOP Comb INN & OON Embedded
Plan 2:	MSI PP MN 500-30%	\$500/1000 Ded, 70/30% Coins, \$1800/3600 OOP, Ded/Coins No Prev Rx Separate Rx OOP Max 500/1000, (OON: 500/1000, 30%, 1800/3600) DED/OOP Comb INN & OON 4Q Carryover Embedded
Plan 3:	MSI PP MN 1200-0%	\$1200/2400 Ded, 100/0% Coins, \$1200/2400 OOP, Ded/Coins No Prev Rx, (OON: 1200/2400, 20%, 3500/6500) DED/OOP Comb INN & OON 4Q Carryover Embedded
Plan 4:	MSI PP MN 6000-0% HSA	\$6000/12000 Ded, 100/0% Coins, \$6000/12000 OOP, Ded/Coins with Prev Rx, (OON: 8250/16500, 20%, 10000/20000) Embedded
Plan 5:	MSI ECC MN 500-30%	\$500/1000 Ded, 70/30% Coins, \$1800/3600 OOP, \$5/15/0 No Prev Rx Separate Rx OOP Max 500/1000, (OON: 500/1000, 30%, 1800/3600) DED/OOP Comb INN & OON 4Q Carryover Embedded
Plan 6:	MSI ECC MN 6000-0% HSA	\$6000/12000 Ded, 100/0% Coins, \$6000/12000 OOP, Ded/Coins with Prev Rx, (OON: 8250/16500, 20%, 10000/20000) Embedded



Medica Choice[®] Passport

LET'S GET STARTED

Medica Choice Passport gives you access to a large, national network and the freedom to see any provider at any time. You'll benefit from network discounts and a plan that's easy to use — no matter where you live.

Plan Features

- Choose from any doctor, clinic or facility in the large Medica Choice Passport network. To get the highest level of benefits, see network providers.
- While you don't need a referral to see a specialist, it's a good idea to work closely with your primary care doctor to coordinate your health care needs.
- If you're considering out-of-network care, check out the tip sheet first at **medica.com/members**. Your share of the costs is likely to be significantly more if you receive care outside the network. The good news is that the network is very large, so it's easy to find a network provider that meets your needs.
- You're covered when you travel. Passport's nationwide network means you have access to in-network care when you're away from home.



Want to learn more? Go to **medica.com/members**, where you can get all the information you need about your plan.



MEMBER TIPS

Get the information you need at **medica.com/members**.

- Find out what your plan covers, track claims, order extra ID cards and more.
- See who's in your plan's network.
- Get answers to questions about preventive care; health savings accounts; deductibles, copayments and coinsurance; and more in our tip sheets.

Mayo Clinic Complex Care Program



If you are facing complex health challenges, you may be eligible for care at Mayo Clinic with travel and lodging covered and coordinated for you.

The Mayo Clinic Complex Care Program is an enhanced health care benefit available to Medica Choice Passport members for:

- Cancer
- Complex medical conditions
- Complex pediatrics
- Hemophilia
- Multiple Sclerosis
- Spine health
- Transplant

STEP 1. Get started

Call the Medica Member Services line for MHC employees at 877-347-0282 for full details, help with collecting your medical records and to get connected with Mayo Clinic.

STEP 2. Medical review

A Mayo Clinic specialist will review your medical records and determine if you would benefit from care at Mayo Clinic.

STEP 3. Travel to Mayo Clinic for care

Mayo Clinic will call you to coordinate your travel, lodging and appointment itinerary for you and a caregiver.

STEP 4. Return home

After you return home, your local medical provider and Mayo Clinic will work closely to coordinate your ongoing care.

Why Choose Mayo Clinic?

When you're facing a serious illness, we stand by your side.



Is Mayo Clinic for me?

The answer is yes for 1.4 million patients from 139 countries. The reason is simple: Compassion is at the heart of our care. At Mayo Clinic, unhurried, comprehensive evaluations offer the best chance of healing and getting back to your life.



What makes care at Mayo Clinic different?

Effective treatment depends on getting the right diagnosis as soon as possible. Our specialists collaborate across disciplines to listen to your story, evaluate your condition from every angle, and develop a diagnosis and treatment plan that's just for you.



Does Mayo Clinic treat my condition?

Mayo Clinic experts solve the world's toughest medical problems — one patient at a time. No matter what serious, complex or rare health challenge you're facing, you can be confident that Mayo Clinic has extensive experience in treating patients with your specific condition.



Is Mayo Clinic doing research on my condition?

Our relentless research yields scientific discoveries and innovations that reach our patients faster and help them heal sooner. Our patients are frequently among the first to benefit from breakthrough therapies, advanced technologies and clinical research trials.

Tip: Your travel and lodging may be covered and coordinated for you through the Mayo Clinic Complex Care Program. Call the Medica Member Services line for MHC employees at **877-347-0282** to get started.



Essentia Choice Care with MedicaSM

LET'S GET STARTED

Welcome to an innovative way of getting health care! As a member of Essentia Choice Care with Medica, you get the combined strengths of Medica and Essentia Health working together to deliver a unique, high-quality health care experience at a lower cost. We're here for you in a respectful and meaningful way, helping to make a healthy difference in your life and your family's life.

Plan Features

- **Same-day access to a care team member.** Get answers to questions and help with your health care needs within the same day, including e-visits.
- **Direct access to specialists.** See any primary or specialty care provider in the Essentia Choice Care network without a referral.
- **Single phone number.** This one-stop approach makes it easy to ask questions about your health plan benefits, billing, care and coverage, and more. Call **1 (866) 428-7427**.
- **Secure online patient portal.** View portions of your medical records, communicate with providers, schedule or cancel appointments, pay bills, see test results, request prescription refills and more with Essentia's MyHealth/MyChart portal. To visit this site, go to **Medica.com/Members** and select *Essentia Choice Care with Medica*.
- **Nurse care line.** Staffed by Essentia Health nurses 24/7 to help with questions about your health.
- **20% discount on skin products and services.** Show your Medica ID card to receive a 20% discount on a full selection of treatment options performed by experienced skin renewal specialists at Essentia Health Skin Renewal Centers located in Duluth and Fargo.
- **Online care options.** Connect with an Essentia Health provider online through a computer or mobile device for medication refills, e-visits for common conditions and virtual care appointments for primary care and urgent care visits.
- **Patient assistant.** Welcomes members and provides extra help when needed.
- **Convenient pharmacy care.** Essentia Health Pharmacies offer safe, easy and personalized care, including online refills, delivery options and specialty pharmacy services. Call **1 (844) 380-5642** to learn more.



Essentia Health

MEDICA[®]

ABOUT THE ESSENTIA CHOICE CARE NETWORK

Essentia Choice Care with Medica provides access to 26 hospitals and more than 70 clinics in Minnesota, North Dakota and Wisconsin. In addition, you have access to more than 2,300 physicians and advanced practitioners providing innovative and coordinated care.

If you're away from home and get sick or hurt, we've got you covered! When you travel outside the Medica service area (Minnesota, North Dakota, South Dakota and western Wisconsin) you can get network coverage by visiting a provider in the Travel Program Network. This nationwide network is one of the largest in the country. If you have children attending college outside the service area, they can use this network, too.

To receive your highest level of benefits, remember to see providers in the Essentia Choice Care network. If you receive care outside the network, your costs will be much higher and you may have to pay the full cost of services you receive. To look up network providers, go to **Medica.com/FindADoctor** and select *Essentia Choice Care with Medica*.

WE'RE HERE WHEN YOU NEED HELP

Whether you have questions about your benefits (like finding out what your plan covers or understanding how a claim was processed) or need help getting care (like scheduling an appointment or learning how to access your medical records online), call us at **1 (866) 428-7427**. We're available Monday through Friday, 7 a.m. to 8 p.m. and Saturday 9 a.m. to 3 p.m. To get information about your benefits or care online, go to **Medica.com/Members** and select *Essentia Choice Care with Medica*.

MEDICA®

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COM15573-1-00920

Medica Commercial Preventive Drug List

(1/1/2024)

Certain health plans provide a specific benefit for preventive outpatient drugs that are considered maintenance drugs used to treat common disease states. Plan terms vary and members should consult their benefit plan documents to determine whether they have coverage for preventive maintenance drugs and, if so, with lower or no member cost sharing. Some strengths or dosage forms, noted with an *, may not be included in the Preventive Drug List, regardless of their appearance in this document. Certain products or categories may not be covered or may be subject to utilization management edits such as step therapy, prior authorization or quantity limits. Please check with your plan provider should you have any questions about coverage. If your benefit includes mail order, please note that some drugs and supplies may not be available through this service.

ANTICOAGULANTS/ ANTIPLATELETS

ANTICOAGULANTS

enoxaparin
fondaparinux
warfarin*
ELIQUIS
XARELTO

PLATELET AGGREGATION INHIBITORS

clopidogrel
dipyridamole
prasugrel
BRILINTA

CORONARY ARTERY DISEASE

ANTIHYPERTENSIVES

atorvastatin
cholestyramine
colesevelam*
colestipol
ezetimibe
fenofibrate*
fenofibric acid*
fenofibric acid delayed-rel
fluvastatin
gemfibrozil
icosapent ethyl
lovastatin
niacin ext-rel
omega-3 acid
ethyl esters
pravastatin
rosuvastatin
simvastatin

COMBINATION ANTIHYPERLIPIDEMICS

amlodipine/atorvastatin
ezetimibe/simvastatin

DIABETES

SUPPLIES

INSULIN SYRINGES, AND NEEDLES - BD
Products

BLOOD GLUCOSE MONITORS

ACCU-CHEK BLOOD GLUCOSE METER
CONTOUR NEXT BLOOD GLUCOSE METER

INJECTABLE DIABETES AGENTS

HUMULIN R* (U-500 Only)
NOVOLIN N, R, 70/30
NOVOLOG
SEMGLEE (YFGN) TOUJEO
TRESIBA
OZEMPIC
RYBELSUS
TRULICITY
VICTOZA

ORAL DIABETES AGENTS

acarbose
glimepiride
glipizide
glipizide ext-rel
glipizide/metformin
glyburide
glyburide, micronized
glyburide/metformin
metformin
metformin ext-rel
miglitol
nateglinide
pioglitazone
pioglitazone/glimepiride
pioglitazone/metformin
repaglinide
repaglinide/metformin

FARXIGA

JANUMET
JANUMET XR
JANUVIA
JARDIANCE
GLYXAMBI
SEGLUROMET
STEGLATRO
SYNJARDY
SYNJARDY XR
TRIJARDY XR
XIGDUO XR

HYPERTENSION

ACE INHIBITORS/ANGIOTENSIN II RECEPTOR ANTAGONISTS AND COMBINATION AGENTS

amlodipine/benazepril
benazepril
benazepril/hydrochlorothiazide
candesartan
candesartan/hydrochlorothiazide
captopril
captopril/hydrochlorothiazide
enalapril
enalapril/hydrochlorothiazide
eprosartan
fosinopril
fosinopril/hydrochlorothiazide
irbesartan
irbesartan/hydrochlorothiazide
lisinopril
lisinopril/hydrochlorothiazide
losartan
losartan/hydrochlorothiazide
moexipril
moexipril/hydrochlorothiazide

perindopril
quinapril
quinapril/hydrochloro
thiazide
ramipril
telmisartan
telmisartan/hydrochlorothiazide
trandolapril
trandolapril/verapamil ext-rel
valsartan
valsartan/hydrochlorothiazide

BETA-BLOCKERS AND COMBINATION AGENTS

acebutolol
atenolol
atenolol/chlorthalidone
betaxolol
bisoprolol
bisoprolol/hydrochlorothiazide
carvedilol
labetalol
metoprolol
metoprolol succinate ext-rel
metoprolol/hydrochlorothiazide
nadolol
nadolol/bendroflumethiazide
pindolol
propranolol
propranolol ext-rel
propranolol/hydrochlorothiazide
timolol maleate

CALCIUM CHANNEL BLOCKERS AND COMBINATION AGENTS

amlodipine
amiloride/hydrochlorothiazide
diltiazem - select products
felodipine ext-rel
isradipine
nicardipine
nisoldipine ext-rel
verapamil
verapamil ext-rel

DIURETICS

chlorothiazide
chlorthalidone
furosemide
hydrochlorothiazide
indapamide
methyclothiazide
spironolactone
spironolactone/hydrochlorothiazide
torsemide
triamterene/hydrochlorothiazide

OTHER ANTIHYPERTENSIVE AGENTS

amlodipine/telmisartan
amlodipine/valsartan/ hydrochlorothiazide
clonidine
clonidine transdermal
guanfacine
hydralazine
methyldopa
minoxidil

MENTAL HEALTH

ANTIDEPRESSANTS

amitriptyline
amoxapine
bupropion
bupropion ext-rel
citalopram
clomipramine
desipramine
desvenlafaxine succinate ext-rel
doxepin
duloxetine delayed-rel
escitalopram
fluoxetine
fluoxetine delayed-rel
fluvoxamine
imipramine HCl
imipramine pamoate
maprotiline
mirtazapine
nortriptyline
paroxetine HCl
paroxetine HCl ext-rel
phenelzine
protriptyline
sertraline
tranylcypromine
trazodone
trimipramine
venlafaxine
venlafaxine ext-rel

ANTIPSYCHOTICS

aripiprazole
chlorpromazine
clozapine
fluphenazine
haloperidol
loxapine
lurasidone
olanzapine
olanzapine orally disintegrating tabs
paliperidone
perphenazine
quetiapine
quetiapine ext-rel
risperidone
thioridazine
thiothixene
trifluoperazine
ziprasidone

OSTEOPOROSIS

BONE RESORPTION THERAPY

alendronate
ibandronate
raloxifene
risedronate

RESPIRATORY DISORDERS

RESPIRATORY AGENTS

albuterol inhaler*
albuterol nebulizer solution
budesonide inhalation suspension
cromolyn sodium
fluticasone/salmeterol diskus
inhaler* ipratropium nebulizer
solution ipratropium/albuterol
nebulizer solution levalbuterol
nebulizer solution montelukast
theophylline
zafirlukast
zileuton ER
ADVAIR HFA
ARNUITY
ASMANEX HFA
ASMANEX TWISTHALER
BREO ELLIPTA
DULERA
QVAR REDHALER
SPIRIVA
SPIRIVA RESPIMAT
SYMBICORT

Over-the-counter (OTC) products require a prescription. Coverage may vary by plan.

Please note: This list represents brand products in CAPS, branded generics in upper- and lowercase, and generic products in lowercase.

Please check with your plan provider should you have any questions about coverage. Additional medications may be included in this list from time to time in compliance with Affordable Care Act requirements and/or U.S. Internal Revenue Service (IRS) guidance. This list includes medications considered preventive by the IRS; it may not include all preventive medications.

Your member website



Your one-stop health plan resource

Discover a new, easy way to access your health plan information – online and through our mobile app.

We've updated the navigation and added new features to our online member website making it easier for you to manage your health plan benefits and improve your health. You can now:

- Download your ID card to your mobile wallet
- View plan benefits and details
- Check the status of claims
- Find a provider or clinic in your network
- View pharmacy benefits and resources
- Explore wellness programs and resources
- Go green and get your plan materials online
- Find documents and forms easily
- Get answers and info quickly

Here's how to create your account:

- Once your coverage is active, go to **Medica.com/SignIn**, select "Create account," follow the instructions, and confirm your email and membership
- Have your Medica ID number (found on your Medica ID card) or your partial social security number available

Already have an online account?

All your information is saved, but you may be asked to reset your password and security questions the next time you sign in. Discover a seamless way to manage your Medica health plan from anywhere, anytime at **Medica.com/SignIn** or search for the "Medica Member" app in the App Store or Google Play.



Have questions? We can help.

Call Member Services at the number on the back of your Medica ID card (TTY: 711).

Your pharmacy benefits

Your plan covers a variety of prescription drugs and includes options for filling your prescriptions. Here's more on how your pharmacy benefits work.



What drugs are covered? How much will my prescriptions cost?

Covered drugs are on the Medica drug list. We offer more than one drug list, so check the list each time you change plans or get prescribed a new medication. The drug list include brand-name and generic drugs, and they're regularly reviewed and updated regularly by independent physicians and pharmacists. Your doctor can use your plan's list to choose medications that are right for you, while helping you get a good value. You can find the drug list on your member website at [Medica.com/SignIn](https://www.Medica.com/SignIn).

The drug list is divided into three groups, which determine your share of the costs (generic, preferred brand and non-preferred brand).

- Members with Medica's standard drug list generally have coverage for all three groups.
- Members with the Medica Generic's First drug list have coverage for drugs in the generic and preferred brand groups.
- Generic drugs have the lowest copayment or coinsurance.

To see your costs, sign in to your member website and click on the Medications tab. The Price a Medication tool lets you:

- See what drugs are covered
- Look up drug costs
- Check if there's a lower-cost generic option for your drug

How do I fill my prescriptions?

You can fill them at a retail pharmacy in your plan's network. If you've changed your plan recently, confirm your pharmacy is still in-network before your next prescription fill. To find a network pharmacy near you, sign in to your member website.

Many plans have options for filling ongoing prescriptions. Check your coverage document on your member website to see if your plan offers:

- **90-day refills:** You can pick up a three-month supply of medication at one time from some retail pharmacies. To find one near you, check your member website.
- **Mail Order:** Mail order let's you have ongoing medications mailed right to your home. Learn more on your member website or contact our designated mail order vendor, Express Scripts Pharmacy, at **1 (800) 263-2398**.

GO MOBILE!

You have access to a mobile app that helps you save money and manage your prescription benefits on the go. With the app you can:

- Check drug costs and learn how to save on your prescriptions
- Find a network pharmacy
- View a temporary prescription ID card
- Manage mail order prescriptions

You can download the free Express Scripts® app from the App Store or on Google Play.

When can I get refills?

You can refill your prescription when you've used 85% of your medication. The pharmacy calculates this amount based on your prescription's quantity and the date you last had it filled. As an example, say your prescription is for a 31-day supply:

Days' supply of medication	31
Multiplied by 85%	x 0.85
<hr/>	
	26

In this example, you can refill your prescription 26 days after you fill it. These refill guidelines help ensure safe use of medications and minimize waste. Need to refill sooner (for example, you are leaving on a vacation)? Call Member Services.

Are there any restrictions on my medications?

Some drugs have special requirements or limitations. You'll find them on the drug list and in the Price a Medication tool on your member website.

- **Prior Authorization (PA):** To get coverage, your doctor must first request approval from Medica.
- **Step Therapy (ST):** Step therapy is sometimes used when there are several drug options for treating the same condition. Before receiving coverage for a drug requiring step therapy, you must first try one or more preferred drugs.
- **Quantity Limit (QL):** The maximum amount allowed for a specific period of time or per prescription. For example, 60 tablets per month.

What is a specialty drug? How do I get a specialty prescription filled?

Some medications are considered specialty drugs. These drugs are used to treat certain complex health problems. They tend to be expensive and may need special handling. The Specialty Drug List is divided into two groups: preferred and non-preferred. Preferred specialty drugs have the lowest copayment or coinsurance. To see your share of the costs and a list of medications that are considered specialty drugs, check your member website. You'll fill most specialty drug prescriptions through our designated specialty pharmacy, Accredo Specialty Pharmacy. Contact them at **1 (866) 544-6817**.

What if I'm taking a maintenance medication?

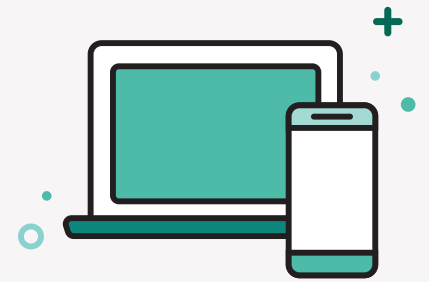
If you have a plan with copays for prescriptions, preventive outpatient medications used to treat common disease states are covered with no additional cost to you. Some High Deductible Health Plans (HDHP) cover these medications before you meet your deductible. Check your coverage document for how your plan covers maintenance medication and whether the medication you take is on Medica's Preventive Drug List at **Medica.com/SignIn**.



Have questions? We're here.

Find information on your member website at **Medica.com/SignIn**. Or call Member Services at the number on the back of your Medica ID card (TTY: **711**).

Virtual Care



Save time, connect with a provider online

Virtual care, also known as online care or an e-visit, is a convenient way to get care for many common conditions. Connect with a provider from your computer or mobile device to get a diagnosis, treatment plan, and prescription (if needed).

Virtual care may be a time-saving option for common conditions like:

- Allergies
- Bladder infections
- Bronchitis
- Colds and coughs
- Ear pain
- Flu
- High blood pressure
- Migraines
- Pink eye
- Rashes
- Sinus infections

With a virtual care visit, you:

- Avoid a trip to the doctor's office and get care from the comfort of your home, work, or wherever you are
- Initiate the visit at your convenience – no appointment needed
- Get care when you need it – visits are often available after clinic hours, sometimes even 24/7
- May save money – a virtual care visit can cost less than a regular visit to the doctor's office, depending on your plan

To check your plan's coverage for behavior health, sign in to your secure member website at [Medica.com/SignIn](https://www.Medica.com/SignIn) or call the number on the back of your Medica ID card.

SAVE TIME

- Connect with a provider online
- Get help for many common conditions



VIRTUAL CARE OPTIONS

- Many clinics let you connect with your provider online
- Amwell ([Amwell.com/cm](https://www.Amwell.com/cm))
- Virtuwell® ([Virtuwell.com](https://www.Virtuwell.com))

See the back for more information.

Virtual care options

You can access virtual care through providers in your plan’s network. Check your virtual care options at [Medica.com/FindaDoctor](https://www.Medica.com/FindaDoctor). Your virtual care options may include:

YOUR CLINIC	HOW IT WORKS
<p>Many clinics offer virtual care, online care, or e-visits. Visit Medica.com/FindaDoctor to see which clinics in your plan’s network offer virtual care services.</p>	<p>Check with your clinic to see if it offers virtual care and how you can connect with your provider online.</p>
AMWELL	HOW IT WORKS
 <p>Amwell is a 24/7 online clinic available in every state.</p> <p>Services:</p> <ul style="list-style-type: none"> • Treatment of common medical conditions. Each visit is \$64 or less, depending on your plan’s coverage for virtual care. • Behavioral health care services, including therapy and psychiatry. Cost per visit may vary depending on your plan and type of service. Eligible services are covered under your plan as a behavioral health office visit.* • Amwell also offers other online services, but it’s not an in-network provider for them. You can use those services, but you’ll pay the full cost. 	<p>You have a video visit with a board-certified doctor or nurse practitioner using the web or mobile app.</p> <ol style="list-style-type: none"> 1. To get started, create an Amwell account: <ul style="list-style-type: none"> Smartphone/tablet: Download the free Amwell app from the App Store or Google Play Computer: Go to Amwell.com/cm Phone: Call (844) 733-3627 2. Enter your email address, create a password, then add the requested insurance information from your Medica ID card. 3. Select a doctor or nurse practitioner and follow the prompts to start your visit. 4. The provider will review your history, answer questions, diagnose, treat, and prescribe medication (if needed). 5. If you need a prescription, it’ll be sent to your pharmacy. The cost of your prescription will be based on your plan’s prescription drug coverage.
VIRTUWELL	HOW IT WORKS
 <p>Virtuwell is a 24/7 online clinic available in select states.**</p> <p>Virtuwell is not an in-network provider for the following plan networks: Altru and You with MedicaSM, Clear Value with MedicaSM and VantagePlus with MedicaSM.</p> <p>Services:</p> <ul style="list-style-type: none"> • Treatment of common medical conditions. Check the virtuwell website for current pricing. Visits are typically \$59 or less, depending on your plan’s coverage for virtual care. 	<p>You have an online visit with a certified nurse practitioner.</p> <ol style="list-style-type: none"> 1. Go to Virtuwell.com and take a quick online interview that checks your medical history and makes sure your problem can be treated online. 2. If you can be treated online, you’ll create an account with your contact, insurance, pharmacy, and payment information. 3. A nurse practitioner will review your case and write a personalized treatment plan. You’ll get an email or text when your plan is ready. 4. If a prescription is needed, it’ll be sent to your pharmacy. The cost of your prescription will be based on your plan’s prescription drug coverage.

*To check your plan’s coverage for behavior health, sign in to your secure member website at [Medica.com/SignIn](https://www.Medica.com/SignIn) or call the number on the back of your Medica ID card.

**Visit [Virtuwell.com](https://www.Virtuwell.com) for a list of available states.

Plan resources for a healthier you



Your plan includes “extras” that can help you stay healthy, get support, and make the most of your plan – at no extra cost to you.

Stay healthy



Health Rewards Program

Get inspired to make positive changes. Taking steps to improve your health might be easier than you think. Want to lower your stress? Quit smoking? Eat more fruit and veggies? My Health Rewards by Medica® makes it fun – and rewarding. You’ll earn rewards as you complete activities personalized just for you. To get started, download the Virgin Pulse app, free in the App Store and on Google Play.



Life Time® Digital fitness program

Stay fit anywhere, anytime. Kickstart healthy habits with a Life Time Digital membership at no additional cost to you. The Life Time Digital app gives you access to hundreds of on-demand and live streaming fitness classes, meditations, plus nutrition and lifestyle article content to support your well-being goals. Watch for more information once your plan starts.



Personalized Family and Women’s Health Program

Support for your entire parenthood journey. Ovia Health guides you through your pregnancy, parenting, and reproductive health journey – including trying to conceive and managing menopause. Get clinically-backed content and unlimited support from Ovia’s team of health coaches, registered nurses, and certified nurse

midwives within Ovia Health’s three apps: Ovia (for reproductive health), Ovia Pregnancy, and Ovia Parenting. Download the Ovia app that’s right for you for free from the App Store or Google Play. Enter your health plan information to access all the unique tools and features.



Omada

Personalized support to reach your health goals. Omada’s digital health programs give you the tools and support you need.

• Omada for Prevention

Helps you make small changes to lose weight and reduce your risk for diabetes and heart disease.

• Omada for Diabetes

Provides personalized coaching and digital tools to help you improve your blood glucose control.

• Omada for Joint & Muscle Health

Is a virtual program available to members enrolled in a Medica Choice® Passport plan. It helps you build muscle to prevent aches and pains, and connects you with a licensed physical therapist to help treat current muscle or joint pain, all on your mobile device and schedule.

Get support



24-Hour Health Support

Trusted answers any time of day or night. Worried that your stomach bug could be serious? Wondering what to do about that cough that won't go away? The advisors and nurses at Medica CallLink® can help. They're available 24 hours a day, 365 days a year to answer your questions and help you make smart decisions about your health. Just call **1 (800) 962-9497** (TTY users, call **711**).



Behavioral Health Support

On demand help for stress and emotional well-being. Access self-care techniques, coping tools, meditations, sleep tracking, and more at no additional cost to you – anytime, anywhere with Self Care by AbleTo. Check in, track your progress, and explore personalized content that you can move through at your own pace on your mobile device. Build skills you can use for life to feel better. To get started, visit **AbleTo.com/Begin** and enter “Medica” when asked for your access code. After you register, download the AbleTo app.

Find information



Your digital one-stop health plan resource

Manage your plan from any device, at any time. With your member account, you can:

- Download and print your ID card and order extras
- Find health care and virtual care providers, clinics, and pharmacies in your network
- Track your medical claims and prescription drugs
- Check medical procedure and drug costs
- See what your plan covers and find out your share of the costs
- Explore wellness programs and behavioral health resources

Create an account at **Medica.com/SignIn** or search for the “Medica Member” app in the App Store or Google Play to manage your health plan benefits and improve your health on-the-go.



Have questions? We're here to help.

Call Member Services at **1 (877) 347-0282** (TTY: **711**).

* Express Scripts® administers Medica's pharmacy program.

MEDICA SELF-INSURED (MSI)

RECOMMENDED PLAN DOCUMENT, BENEFIT AND ADMINISTRATIVE CHANGES FOR 2024 MINNESOTA HEALTHCARE CONSORTIUM (MHC)

Medica reviews plan benefits annually to make sure they are competitive and meet market standards. Each year, we review local and national benefit trends and provide clarification of plan language.

These changes will be included in your new Plan Document(s) as applicable for your renewal. Note that the plans listed below represent all plans offered by MHC. Updates will be applied to the specific benefits covered by your organization's plans.

THESE BENEFIT/LANGUAGE CLARIFICATIONS WILL BE INCORPORATED AT RENEWAL

DESCRIPTION	CURRENT COVERAGE	RECOMMENDED COVERAGE/CHANGE
<p><u>7500–0% plans</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$7,500 per individual and \$15,000 per family</p>	<p>In-network deductible is \$8,050 per individual and \$16,100 per family</p>
<p><u>7500–0% plans</u> Out-of-Pocket <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network out-of-pocket is \$7,500 per individual and \$15,000 per family</p> <p>Out-of-network out-of-pocket is \$22,500 per individual and \$45,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network out-of-pocket is \$8,050 per individual and \$16,100 per family</p> <p>Out-of-network out-of-pocket is \$25,000 per individual \$50,000 per family</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p><u>1500–0% plans</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$1,500 per individual and \$3,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$1,600 per individual and \$3,200 per family</p>
<p><u>1500–0% plans + 4th quarter carryover</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$1,875 per individual and \$3,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$2,000 per individual and \$3,200 per family</p>
<p><u>1500–0% plans</u> Out-of-Pocket <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network out-of-pocket is \$1,500 per individual and \$3,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network out-of-pocket is \$1,600 per individual and \$3,200 per family</p>
<p><u>1500–25% plans</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$1,500 per individual and \$3,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$1,600 per individual and \$3,200 per family</p>
<p><u>1500–25% plans + 4th quarter carryover</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$1,875 per individual and \$3,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$2,000 per individual and \$3,200 per family</p>
<p><u>3000–0% plans</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$3,000 per individual and \$6,000 per family</p> <p>Out-of-network deductible is \$6,000 per individual and \$12,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$3,200 per individual and \$6,400 per family</p> <p>Out-of-network deductible is \$6,400 per individual and \$12,800 per family</p>
<p><u>3000–0% plans + 4th quarter carryover</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$3,750 per individual and \$6,000 per family</p> <p>Out-of-network deductible is \$6,000 per individual and \$12,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$4,000 per individual and \$6,400 per family</p> <p>Out-of-network deductible is \$6,400 per individual and \$12,800 per family</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p><u>3000-0% plans</u> Out-of-Pocket <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network out-of-pocket is \$3,000 per individual and \$6,000 per family</p> <p>Out-of-network out-of-pocket is \$9,000 per individual and \$18,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network out-of-pocket is \$3,200 per individual and \$6,400 per family</p> <p>Out-of-network out-of-pocket is \$10,000 per individual and \$20,000 per family</p>
<p><u>3000-25% plans</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$3,000 per individual and \$6,000 per family</p> <p>Out-of-network deductible is \$6,000 per individual and \$12,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$3,200 per individual and \$6,400 per family</p> <p>Out-of-network deductible is \$6,400 per individual and \$12,800 per family</p>
<p><u>3000-25% plans + 4th quarter carryover</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$3,750 per individual and \$6,000 per family</p> <p>Out-of-network deductible is \$6,000 per individual and \$12,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$4,000 per individual and \$6,400 per family</p> <p>Out-of-network deductible is \$6,400 per individual and \$12,800 per family</p>
<p><u>3000-0% HSA +Rx Copay plans</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$3,000 per individual and \$6,000 per family</p> <p>Out-of-network deductible is \$6,000 per individual and \$12,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$3,200 per individual and \$6,400 per family</p> <p>Out-of-network deductible is \$6,400 per individual and \$12,800 per family</p>
<p><u>3000-0% HSA + Rx Copay plans + 4th quarter carryover</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$3,750 per individual and \$6,000 per family</p> <p>Out-of-network deductible is \$6,000 per individual and \$12,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$4,000 per individual and \$6,400 per family</p> <p>Out-of-network deductible is \$6,400 per individual and \$12,800 per family</p>
<p><u>3000-X% plans</u> Deductible <i>Section(s) impacted: What's Covered and How Much Will I Pay</i></p>	<p>In-network deductible is \$3,000 per individual and \$6,000 per family</p> <p>Out-of-network deductible is \$6,000 per individual and \$12,000 per family</p> <p>APPLIES TO HSA PLANS</p>	<p>In-network deductible is \$3,200 per individual and \$6,400 per family</p> <p>Out-of-network deductible is \$6,400 per individual and \$12,800 per family</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p>Bariatric Surgery Section Designated provider requirement <i>Section(s) impacted: Bariatric Surgery, Definitions</i></p>	<ol style="list-style-type: none"> 1. Separate plan document section titled “Bariatric Surgery.” 2. In-network services must be provided by a designated physician and received at a designated facility. 3. No out-of-network benefits <p>Applies to ALL plans who elected to cover Bariatric Surgery</p>	<ol style="list-style-type: none"> 1. Removal of section titled “Bariatric Surgery” in plan document. 2. No requirement for in-network services to be received from designated physician or at a designated facility. 3. Definition of “designated physician” will be removed. 4. Out-of-network benefits will apply.
<p>Port Wine Stain <i>Section(s) impacted: What’s Not Covered</i></p>	<p>If covered, benefit “Treatment to lighten or remove the coloration of a port wine stain” in benefit table</p> <p>Applies to ALL plans</p>	<p>If covered, benefit changed to: Elimination of a port wine stain or treatment to lighten or remove the coloration of a port wine stain.</p>
<p>Chiropractic Services <i>Section(s) impacted: Physician and Professional Services</i></p>	<p>Chiropractic services to diagnose and to treat (by manual manipulation or certain therapies) conditions related to the muscles, skeleton, and nerves of the body.</p> <p>Applies to ALL plans</p>	<p>Addition of the following language:</p> <p>Please note: Some services received during a visit may be covered under another benefit in this section. The most specific and appropriate benefit will apply for each service received during a visit. For example, certain services may be considered surgical or imaging services; see below and in X-Rays and Other Imaging for coverage of these services. In such instances, both a chiropractic services copayment or coinsurance and an outpatient surgical or imaging copayment or coinsurance apply.</p>
<p>Harmful Use of Medical Services <i>Section(s) impacted: Harmful Use of Medical Services</i></p>	<p>Prescription medications that may be harmful to a covered person’s health will be restricted to ensure patient safety.</p> <p>Applies to ALL plans</p>	<p>Medica may restrict receipt of benefits to a specific physician, hospital or pharmacy if health services or medications are being received in a manner that harms the covered person’s health.</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p>Hearing Aids Over-The-Counter <i>Section(s) impacted: Durable Medical Equipment</i></p>	<p>Not mentioned in plan document</p> <p>Applies to ALL plans</p>	<p><u>What's Not Covered</u> Hearing aids that are available over-the-counter are excluded.</p>
<p>Behavioral Health Updates <i>Section(s) impacted: Behavioral Health – Mental Health, Behavioral Health- Substance Use Disorder</i></p>	<p>Two separate sections in the plan document: Behavioral Health – Mental Health Behavioral Health – Substance Use Disorder</p> <p>Applies to ALL plans</p>	<p>Combined into one section: Behavioral Health –Mental Health and Substance Use Updated, clarified, and removed language throughout to reflect the combination of the two documents.</p>
<p>Intermittent skilled care <i>Section(s) impacted: Home Health Care, Pregnancy-Maternity Care</i></p>	<p>Current terminology: “Intermittent skilled care”</p> <p>Applies to ALL plans</p>	<p>New terminology: Intermittent skilled nursing care</p>
<p>Observation Room <i>Section(s) impacted: Hospital Services, Physician and Professional Services</i></p>	<p>Reference to physician services is silent in plan document.</p> <p>Applies to ALL plans that have in-network copay for observation room</p>	<p>Addition of the following language: Please note: Some services received during an observation room visit may be covered under another benefit in this section. The most specific and appropriate benefit will apply for each service received during an observation room visit. For example, certain services may be considered surgical or imaging services; see below and in X-Rays and Other Imaging for coverage of these services. In such instances, both an observation room copayment and outpatient surgical or x-ray will apply.</p>
<p>Continuity of Care <i>Section(s) impacted: Before You Access Care</i></p>	<p>Applies to ALL plans</p>	<p>Language has been revised to provide clarity and additional detail around continuity of care requirements.</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p>Prior Authorization <i>Section(s) impacted: Before You Access Care</i></p>	<p>Prior authorization requests will generally be responded to within 10 days of receiving request. Expedited requests will be responded to within 72 hours.</p> <p>Applies to ALL plans</p>	<p>Prior authorization requests will generally be responded to within 5 business days of receiving request. Expedited requests will be responded to within 48 hours.</p>
<p>Preventive Care <i>Section(s) impacted: Surveillance Tests for Ovarian Cancer for At-Risk Women, Preventive Health Care</i></p>	<p>Preventive Health Care section, benefit in table:</p> <p>Routine screening procedures for cancer including, but not limited to, screening for prostate cancer (including prostate-specific antigen blood test and a digital rectal exam and without age limitation) and colorectal cancer. See Surveillance Tests for Ovarian Cancer for At-Risk Women for more information about surveillance testing for ovarian cancer for at-risk women.</p> <p>Separate section title Surveillance Tests for Ovarian Cancer for At-Risk Women</p> <p>Applies to ALL plans</p>	<p>Preventive Health Care section, benefit in table:</p> <p>Routine screening procedures for cancer including, but not limited to, screening for prostate cancer, ovarian cancer and colorectal cancer. See Cancer-Related Testing for more information about surveillance testing for ovarian cancer for at risk women and screening for prostate cancer for men.</p> <p>Retitled plan section Surveillance Tests for Ovarian Cancer for At-Risk Women to Certain Cancer-Related Testing.</p> <p>Prostate cancer screening is now included under this re-named section.</p>
<p>Gender Affirmation Care <i>Section(s) impacted: Gender Affirmation Care Definitions</i></p>	<p>Benefit description in table:</p> <p>Medically necessary treatment for gender dysphoria</p> <p>Applies to ALL plans</p>	<p>Benefit description in table changed to “Medically necessary gender affirming health care services for gender dysphoria.”</p> <p>New definition added for “Gender affirming health care services”-</p> <p>Gender affirming health care services means all medical, surgical, counseling, or referral services, including telehealth services, that an individual may receive to support and affirm that individual's gender identity or gender expression and that are legal under the laws of the State of Minnesota</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p>Telehealth <i>Section(s) impacted: Behavioral Health – Mental Health, Behavioral Health – Substance Use Disorder, Telehealth Services, Definitions, What’s not covered</i></p>	<p>Telephone mental health and substance use exclusions in Behavioral Health-Mental Health and Behavioral-Health Substance Use sections</p> <p>Applies to ALL plans</p>	<p>Removed exclusion from new Behavioral Health – Mental Health and Substance Use What’s not covered section of plan document.</p> <p>Added statement under What’s covered in Telehealth Services section:</p> <p>Telehealth includes certain audio-only services as provided for in Medica’s coverage policy.</p>
<p>Telehealth <i>Section(s) impacted: Definitions</i></p>	<p>Telehealth definition includes this paragraph:</p> <p>Until July 1, 2023, telehealth includes audio-only communication between a health care provider and a patient if the communication is a scheduled appointment and the standard of care for that particular service can be met through the use of audio-only communications. However, substance use disorder treatment services and mental health care services delivered through telehealth by means of audio-only communication may be covered without a scheduled appointment if the communication was initiated by the patient while in an emergency or crisis situation and a scheduled appointment was not possible due to the need of an immediate response. This paragraph expires July 1, 2023.</p> <p>Applies to ALL plans</p>	<p>The first sentence of the paragraph has the date changed to July 1, 2025.</p> <p>The last sentence of the paragraph has been removed:</p> <p>This paragraph expires July 1, 2023.</p>
<p>Partial hospitalization/day treatment/high intensity outpatient programs <i>Section(s) impacted: Behavioral Health - Mental Health and Substance Use</i></p>	<p>Partial hospitalization/day treatment/high intensity outpatient program classified as an inpatient service.</p> <p>Substance use intensive outpatient program defined as up to 9-19 hours per week for adults or 6-19 hours for adolescents.</p>	<p>Reclassified partial hospitalization/day treatment/high intensity outpatient from an inpatient service to an outpatient service.</p> <p>Removed specific hours of structured programming from the description of substance use intensive outpatient programs.</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p>MN Non-ERISA</p> <p>Diagnostic Testing after Mammogram</p> <p>Section(s) impacted: <i>Certain Cancer-Related Testing</i></p>	<p>Not referenced in plan document</p>	<p>New benefit added to benefit table:</p> <p>Diagnostic services or testing after a mammogram if your provider determines you require such additional services:</p> <p><i>In-network cost-share: No charge. Deductible waived for non-HSA plans that have an in-network deductible. Deductible applies for HSA plans.</i></p>
<p>MN Non-ERISA only</p> <p>Prescription Unit – Contraceptives</p> <p>Section(s) impacted: Prescription Drugs</p>	<p><u>Retail</u></p> <p>In the case of prescription contraceptives, up to a one-cycle supply</p> <p><u>Mail Order</u></p> <p><i>In the case of prescription contraceptives, up to a three-cycle supply</i></p>	<p><u>Retail and Mail Order</u></p> <p>In the case of prescription contraceptives, up to a 12-month supply</p>
<p>MN Non-ERISA only</p> <p>Rare Diseases</p> <p>Section(s) impacted: Before you Access Care – Prior Authorization, Rare Diseases</p>	<p>Not referenced in your plan document</p>	<p>New section in plan document</p> <p>In-network:</p> <p>Covered at the corresponding in-network benefit level, depending on types of services provided.</p> <p>Out-of-network:</p> <p>Covered as an in-network benefit if the service is provided in the state of Minnesota.</p> <p>If the service is provided outside the state of Minnesota, the in-network copayment or coinsurance after deductible will apply. You will also likely need to pay your provider any billed amount above what is required to pay the provider in accordance with Minnesota State Statute Section 62Q.451, subd.5.</p> <p>Prior authorization applies.</p>

DESCRIPTION	CURRENT COVERAGE	CHANGE
<p>Regulatory Language Changes <i>Section(s) impacted: Multiple</i></p>	<p>Additional language is provided that is not included in the 2023 plan documents</p> <p>Applies to ALL plans</p>	<p>Due to regulatory requirements, additional explanatory language has been added to the following sections without impact to benefits or coverage:</p> <ul style="list-style-type: none"> • Hospice Services– What’s not covered • Prescription Drugs– Antipsychotic Drugs • Prescription Drugs – Orally Administered Cancer Drugs • Reconstructive and Restorative Surgery – What’s not covered • Transplant Services – What’s not covered • Behavioral Health-Mental Health and Substance Use – What’s not covered • Medica’s Nondiscrimination Policy - Nondiscrimination <p>Note: A separate document with full details of these changes is attached</p>



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**The following pages include
health and wellness programs available
as part of the MHC health insurance package**

Plan resources for a healthier you



Your plan includes “extras” that can help you stay healthy, get support, and make the most of your plan – at no extra cost to you.

Stay healthy



Health Rewards Program

Get inspired to make positive changes. Taking steps to improve your health might be easier than you think. Want to lower your stress? Quit smoking? Eat more fruit and veggies? My Health Rewards by Medica® makes it fun – and rewarding. You’ll earn rewards as you complete activities personalized just for you. To get started, download the Virgin Pulse app, free in the App Store and on Google Play.



Life Time® Digital fitness program

Stay fit anywhere, anytime. Kickstart healthy habits with a Life Time Digital membership at no additional cost to you. The Life Time Digital app gives you access to hundreds of on-demand and live streaming fitness classes, meditations, plus nutrition and lifestyle article content to support your well-being goals. Watch for more information once your plan starts.



Personalized Family and Women’s Health Program

Support for your entire parenthood journey. Ovia Health guides you through your pregnancy, parenting, and reproductive health journey – including trying to conceive and managing menopause. Get clinically-backed content and unlimited support from Ovia’s team of health coaches, registered nurses, and certified nurse

midwives within Ovia Health’s three apps: Ovia (for reproductive health), Ovia Pregnancy, and Ovia Parenting. Download the Ovia app that’s right for you for free from the App Store or Google Play. Enter your health plan information to access all the unique tools and features.



Omada

Personalized support to reach your health goals.

Omada’s digital health programs give you the tools and support you need.

• Omada for Prevention

Helps you make small changes to lose weight and reduce your risk for diabetes and heart disease.

• Omada for Diabetes

Provides personalized coaching and digital tools to help you improve your blood glucose control.

• Omada for Joint & Muscle Health

Is a virtual program available to members enrolled in a Medica Choice® Passport plan. It helps you build muscle to prevent aches and pains, and connects you with a licensed physical therapist to help treat current muscle or joint pain, all on your mobile device and schedule.

Get support



24-Hour Health Support

Trusted answers any time of day or night. Worried that your stomach bug could be serious? Wondering what to do about that cough that won't go away? The advisors and nurses at Medica CallLink® can help. They're available 24 hours a day, 365 days a year to answer your questions and help you make smart decisions about your health. Just call **1 (800) 962-9497** (TTY users, call **711**).



Behavioral Health Support

On demand help for stress and emotional well-being. Access self-care techniques, coping tools, meditations, sleep tracking, and more at no additional cost to you – anytime, anywhere with Self Care by AbleTo. Check in, track your progress, and explore personalized content that you can move through at your own pace on your mobile device. Build skills you can use for life to feel better. To get started, visit **AbleTo.com/Begin** and enter “Medica” when asked for your access code. After you register, download the AbleTo app.

Find information



Your digital one-stop health plan resource

Manage your plan from any device, at any time. With your member account, you can:

- Download and print your ID card and order extras
- Find health care and virtual care providers, clinics, and pharmacies in your network
- Track your medical claims and prescription drugs
- Check medical procedure and drug costs
- See what your plan covers and find out your share of the costs
- Explore wellness programs and behavioral health resources

Create an account at **Medica.com/SignIn** or search for the “Medica Member” app in the App Store or Google Play to manage your health plan benefits and improve your health on-the-go.



Have questions? We're here to help.

Call Member Services at **1 (877) 347-0282** (TTY: **711**).

* Express Scripts® administers Medica's pharmacy program.

My Health Rewards by Medica[®]



Your healthier future starts now

The My Health Rewards online tool and app lets you log healthy habits, track activity through a fitness tracker, and complete other healthy activities to earn rewards. Rewards can be redeemed as e-gift cards and health and fitness products. You can also choose to donate your rewards to a charitable cause.

Sign up today

Follow these easy steps to create an account once your plan year starts. Already have an account? Sign in on the Virgin Pulse app or at [Medica.com/MHC](https://www.Medica.com/MHC).

Contract Holders:

- 1 Download the free Virgin Pulse app from the App Store or Google Play.
- 2 Open the app and click on “Create Account” under the “Sign In” button.
- 3 Search for and choose **Minnesota Healthcare Consortium** on the sponsor organization list.
- 4 Follow the steps to sign up. Enter your name exactly as it appears on your Medica ID card.

Prefer to sign up online? Go to [Medica.com/MHC](https://www.Medica.com/MHC) to create your account.

Spouses and dependents ages 18+:

- 1 Download the free Virgin Pulse app from the App Store or Google Play.
- 2 Open the app and click on “Create Account” under the “Sign In” button.
- 3 Search for and choose **Medica My Health Rewards** on the sponsor organization list.
- 4 Follow the steps to sign up. Enter your name exactly as it appears on your Medica ID card.

Prefer to sign up online?
Go to [Medica.com/MyHealthRewards](https://www.Medica.com/MyHealthRewards) to create your account.

Assess your health

Keeping up with preventive care keeps you feeling your best. First, go to the “Health” tab to complete your health assessment. Then, “My Care Checklist” gives you personalized, friendly reminders that let you know when you’re due to see your health care provider. Earn points by tracking your preventive care screenings and visits. You’ll even earn a bonus \$5 reward each year when you complete your annual health checkup (just enter the date in “My Care Checklist”).

Connect your fitness tracker

Earn points by connecting your fitness tracker and apps to track your activity, sleep, calories, and more. For a full list of compatible trackers, go to “Devices & Apps” in the “More” section.

- 1 Go to “Devices & Apps” in the “More” section
- 2 Choose the device or app you’d like to connect
- 3 Follow the on-screen instructions

Personalize your health journey

Go to “Topics of Interest” under the “More” section to choose topics you’re interested in: eating healthy, sleeping well, reducing stress, and more. You’ll get daily learning cards with helpful tips. Do some of them, and you’ll earn points toward rewards!

Choose the tools and programs that work for you

Get rewarded for using tools and Medica programs that can help improve your overall well-being. Go to the “Benefits” page and click “View All” to learn more about them.

Earn points, get rewards

- 1 Go to the “Rewards” page
- 2 Click on “Learn How to Earn More Points”
- 3 See a list of all the ways you can earn

A monthly statement, also under the “Rewards” page, gives you a summary of the points you’ve earned. Your points add up throughout the year.

WAYS TO EARN	POINTS	PULSECASH REWARD AMOUNT	REWARD TYPE
EARN PROGRAM POINTS	2,000	\$10	E-gift card or other options
	10,000	\$20	E-gift card or other options
	25,000	\$50	E-gift card or other options
	40,000	\$80	E-gift card or other options
\$160 per year			
20-DAY TRIPLE TRACKER	Track* any combination of the following activities on 20 or more days in a calendar month to earn a bonus reward: <ul style="list-style-type: none"> • 7,000 steps a day and/or; • 15 active minutes a day and/or; • 15 workout minutes a day. 	Contract Holders: \$15 per month Spouses/dependents ages 18+: \$5 per month	E-gift card or other options
PREVENTIVE CHECKUP	Complete your annual preventive checkup and earn a bonus reward. Go to My Care Checklist in the Health tab and enter your preventive checkup completion date.	\$5 per year	E-gift card or other options

Point-based rewards + 20-day triple tracker + preventive checkup =

\$345 in potential rewards per year (Contract Holders)

\$225 in potential rewards per year (Spouses/dependents ages 18+)

**You must connect your fitness tracker to your My Health Rewards account. Manual tracking of steps and active minutes will not count toward earning the monthly reward.*

Go to the mobile app or sign in to your account at [Medica.com/MHC](https://www.Medica.com/MHC) to get started.



Have questions? We’re here to help.

Medica.Support@VirginPulse.com or **1 (833) 450-4074**. Use the Chat button if you’re using a web browser.

My Health Rewards is not available with all Medica plans. Medica reserves the right to modify the program requirements and devices at any time. Participation in a wellness program is optional. Rewards are available to all eligible employees that participate. If you think you might be unable to meet a standard for a reward under this wellness program, you may qualify for an opportunity to earn the same reward by different means. Email Medica.Support@VirginPulse.com or call Virgin Pulse at **1 (833) 450-4074** for information on available reasonable alternative standards and we will work with you (and, if you wish, your physician) to find a wellness activity with the same reward that is right for you in light of your health status.

Live healthy — anytime, anywhere



Unlock a healthier you with the **Life Time® Digital fitness program** at no extra cost. The Life Time Digital app provides access to hundreds of on-demand and live fitness classes, meditations, plus nutrition and lifestyle articles to support your well-being goals.

App highlights:

- Over 500 weekly classes led by top instructors
- Exercise anytime, anywhere, with live streaming and on-demand cardio, strength, yoga, and more
- Expert-designed coaching programs covering nutrition, exercise, strength, recovery, and healthy habits
- Discover the benefits of guided meditation with hundreds of hours of support led by a dedicated team of mental health experts
- Expert-curated, evidence-based resources are just a tap away, covering physical, mental, spiritual, and social aspects of a healthy life

The Life Time Digital membership is not available with all Medica plans. If your coverage with Medica ends, you have the option to cancel or continue your Life Time Digital membership. If you continue, you are responsible for the monthly membership cost.

New year, new journey

Beginning January 1, 2024, follow these four simple steps to enroll:

1. Log in to your member account at **Medica.com/SignIn**
2. Select “**Programs + Tools**” under the “**Wellness**” section in the navigation menu
3. Under “**Life Time Digital**,” click “**Sign up**”
4. Once you’ve signed up for your Life Time Digital account, download the Life Time Digital app from the Apple Store or Google Play to begin your journey

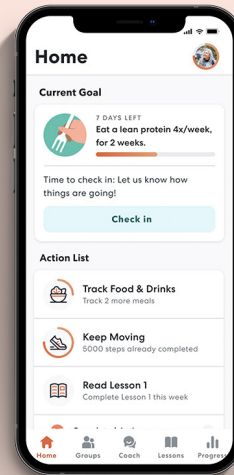


Have questions? We're here to help.

Call Member Services at the number on the back of your Medica ID card (**TTY: 711**) or find answers to commonly asked questions in your member account at **Medica.com/SignIn**.



Better health, made easier



Whatever ‘healthy’ means to you, Omada® helps you get there.
All at no cost to you.

What you get with Omada:

- ✓ A plan built around you
- ✓ Dedicated health coach & care team
- ✓ All the smart health devices you need

Do what works for you

We’ll help you figure out the healthy habits and routines that work for you—motivation included.

24/7 access to support

From weekly lessons to online community, get all the tools you need to face any challenge head-on.

You decide what ‘healthy’ means



Try new things you actually enjoy, rather than avoiding foods you “can’t eat” or things you “shouldn’t do.”

The best part? It’s covered.

If you or your adult family members are at risk for type 2 diabetes or heart disease or are living with diabetes, and enrolled in our Medica health plan, Minnesota Healthcare Consortium will cover the entire cost of the program.

It only takes 1 minute to get started.

With Omada, there’s a program for you

-  Weight loss & overall health
-  Diabetes

omadahealth.com



Ovia Health



Personalized family and women’s health programs

Ovia Health guides you through your entire pregnancy, parenting, and reproductive health journey – including trying to conceive and managing menopause. Get clinically-backed content and unlimited support from Ovia’s team of health coaches, registered nurses, and certified nurse midwives within Ovia Health’s three apps: Ovia (for reproductive health), Ovia Pregnancy, and Ovia Parenting.

With Ovia Health apps, you get:

A health assessment and symptom tracking

Get alerts and personal coaching when you need it

Calendars, updates, and checklists

Use a pregnancy calendar, daily baby updates, and a development checklist to track milestones for you and your baby

Health and wellness programs

Learn about infertility, sexual health, menopause, birth planning, preterm delivery, mental health, breastfeeding, and more

Unlimited one-on-one coaching

Send instant messages to registered nurse health coaches

Benefits library

Learn about your health care benefits from one, easy-to-find place

Career and return-to-work programs

Find coaching and career advice about maternity leave, returning to work, and being a working parent

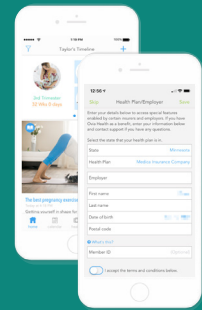
Dedicated Ovia advocate

Message a trusted, skilled professional to help you navigate your journey and learn about resources



Have questions? We can help.

Call Member Services at the number on the back of your Medica ID card (TTY: **711**).



Getting started with Ovia Health

As a Medica member, you can use the exclusive Ovia Health features including one-on-one coaching, reproductive health support, symptom tracking, return-to-work tools, and more. Follow these steps to get started:

1. Download Ovia, Ovia Pregnancy, or Ovia Parenting from the App Store and Google Play.
2. Sign up and choose “I have Ovia Health as a benefit.”
3. Enter your state, health plan (Medica), and personal details.
4. Get started!

Self Care by AbleTo



On demand help for stress and emotional well-being

Access self-care techniques, coping tools, meditations, sleep tracking, and more at no additional cost to you – anytime, anywhere with Self Care by AbleTo. Check in and track your progress from your mobile device or computer – then explore personalized content that you can move through at your own pace.

Daily mood tracking

Track your mood, identify patterns, and learn about your progress.

Mental health tools

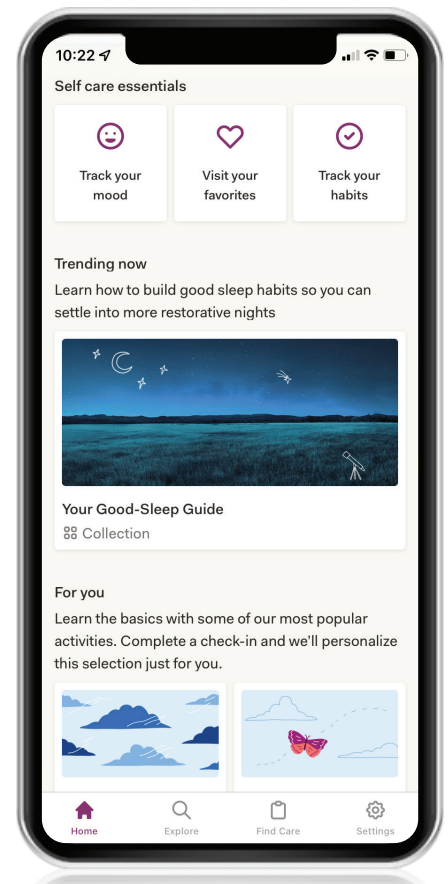
Learn how to build long-term life skills, like journaling, deep breathing, and positive visualization.

Collections

Feel more in control and get support to cope with stress producing situations – like work, parenting, and social injustice.

Habit tracking

Improve your overall well-being by setting goals and tracking your habits that help identify how your behaviors relate to your emotional health.



Get started with Self Care

1. Visit **AbleTo.com/Begin** and tap “Get started.”
2. When asked for your access code, enter **Medica**. You’ll answer a few questions that help us learn more about you and your goals.
3. Set up your account and download the AbleTo app from the App Store or on Google Play.
4. Open the app and select “Log In” to begin your journey.

Get online therapy tailored to your needs

When you need some extra support, you can schedule an online therapy session and talk to a licensed therapist from the comfort of wherever you are. Your therapist will get to know you and work with you on a plan to move forward. It’s simple to get started.

1. Set up your account and download the app by following the steps above to get started with Self Care by AbleTo.
2. Open the AbleTo app and tap “Find Care” in the menu.
3. Tap the “Find Care” tile and then tap “Next.”
4. Complete the requested information. (If you entered your insurance information when you created your AbleTo account, some of the information will already be populated).
5. Answer a few questions about how you’re feeling to find therapists that match your criteria.
6. Select “Schedule Consultation” and follow the prompts to schedule an online visit with a therapist who can help you learn new tools and skills to achieve your goals and help you feel better.

Note: There is a separate cost for online therapy sessions. Sessions are covered under your plan as a behavioral health office visit. Following your visit with a therapist, if you entered your Medica insurance information, AbleTo will send you a bill for any cost share you may have after your plan benefits have been applied.



Have questions? We’re here to help.

Call Member Services at the number on the back of your Medica ID card (TTY: **711**).

Self Care by AbleTo should not be used for urgent care needs. If you are experiencing a crisis or need emergency care, call 911 or go to the nearest emergency room. The information contained within Self Care is for educational purposes only; it is not intended to diagnose problems or provide treatment and should not be used on its own as a substitute for care from a provider. Self Care is available to members ages 13+ at no additional cost as part of your benefit plan. Self Care may not be available for all groups in District of Columbia, Maryland, New York, Pennsylvania, Virginia, or West Virginia and is subject to change. Refer to your plan documents for specific benefit coverage and limitations or call Member Services at the number on the back of your Medica ID card. Participation in the program is voluntary and subject to the Self Care terms of use.

Live and Work Well



Well-being support and resources

If you need extra help and support, Live and Work Well can help. It gives you health resources and personalized services to help you and those you care about live the healthiest life possible.

The Live and Work Well site is available 24/7 for confidential access to professional care, self-help programs, and a variety of helpful information.*

You can:

- Get personalized assistance for the big events in your life
- Browse information and resources and get referrals to help balance work and your personal life
- Find answers to questions about behavioral health and medical concerns to help you deal with stress, depression, anxiety, and other conditions

Easy online provider search

The provider search lets you connect with providers and clinics specializing in behavioral health and substance use. Narrow your search by provider name, location, specialty, treatment option, ethnicity, gender, virtual visit options, or area(s) of expertise. You can click to call or email a provider, or visit a provider website.

Assessments + tools

You can browse the website by topic. You'll find info on child care, depression, financial planning, stress management, substance use and addiction, work-life balance, and more. You'll also find articles, videos, webinars, and other tools to help you explore your selected topic in bite-sized portions. You can also participate in interactive, customizable self-improvement programs.

Personalized claims + coverage

Free up time spent on the phone by visiting the secure claims and coverage section. Track behavioral claim status, update personal information, and much more. To access your behavioral health claims information, create an account on the Live and Work Well site.

Substance Use Disorder (SUD) helpline and online chat

Access the SUD helpline and online chat – a free, confidential resource for you or a loved one. It offers direct, 24/7 access to substance use recovery advocates via phone at **1 (855) 780-5955** or live chat. Get expert support to understand the right SUD treatment options for your situation. Schedule a clinical evaluation with a licensed substance use treatment provider, usually within 24 hours.



Visit

Visit [LiveAndWorkWell.com](https://www.LiveAndWorkWell.com).

- To view educational content and use the provider search, enter access code MEDICA.
- Create an account to access all self-help resources and the claims center. Just click on Register at the top of the page. Then enter your Medica member ID number, and you'll be all set.



Need help? We're here.

Call Customer Service at the number on the back of your Medica ID card.

*Access to certain services is dependent on your health plan coverage. If you are enrolled in a Medica health plan, call Medica Customer Service at the number on the back of your ID card to learn what your plan covers.

The benefits described above are administered for Medica health plans by Optum Inc. subsidiaries, United Behavioral Health and, in California, U.S. Behavioral Health Plan, California. This program should not be used for emergency or urgent care needs. In an emergency, call 911 or go to the nearest emergency room. This program is not a substitute for a doctor's or professional's care. Due to the potential for a conflict of interest, legal consultation will not be provided on issues that may involve legal action against Optum or its affiliates, or any entity through which the caller is receiving these services directly or indirectly (e.g., employer or health plan). This program and its components may not be available in all states or for all group sizes and is subject to change.

Medica CallLink[®]



Put worries to rest with 24/7 support

Medica CallLink connects you with trusted advisors and nurses to get the health answers you need—at no extra cost.

Features you'll love

- Learn more about a diagnosis.
- Decide what type of care will meet your needs.
- Understand symptoms and treatment options.
- Make a plan to add healthy habits to your day.
- Discover the right way to take your medications.
- Find a doctor or hospital and make an appointment.
- Get information on preventive screening services and immunizations.
- Access a 1,000+ audio library on many health and wellness topics.



Need help? We're here.

Talk with an advisor or nurse, 24/7. **1 (800) 962-9497 (TTY: 711).**

*Medica CallLink is not available with all Medica plans. If the CallLink phone number is not listed on the back of your Medica ID card, and you want to see if your plan includes this service, please contact Customer Service. The Customer Service number is listed on the back of your Medica ID card. The information offered by this service is not intended to be a substitute for professional medical advice. Always seek the advice of your physician or other qualified health providers with questions you may have regarding a medical condition. No part of this service is intended to provide a medical diagnosis or treatment.



Welcome to Your Minnesota Healthcare Consortium Discount Program

Save on thousands of your favorite brands.

SONOS



Create Your Account

Get started by creating your account at: mhc.perkspot.com



Subscribe to Weekly Perks

Subscribe to weekly emails to make sure you never miss a deal!



Choose Your Perks

From travel to electronics, choose from over 25 different categories of perks!



Explore the Local Map

Find deals in your neighborhood with the local map!

Get Started Now!

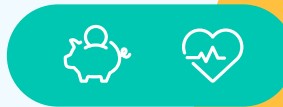
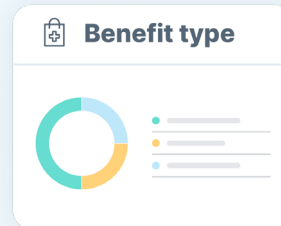
mhc.perkspot.com





**The following pages include programs
available for an additional fee.**

MHC and WEX Partnership



Our Partnership

The Minnesota Health Care Consortium (MHC) partners with WEX, one of the nation's largest and highest-quality Medical Spending Account Administrators, to deliver top-tier HSA, VEBA, and FSA administration services. This partnership is ideal as MHC harnesses its substantial size, encompassing over 600 MN cities, counties, and schools, serving more than 60,000 employees. Our collective size enables us to negotiate advantageous fee structures and service levels that individual employers could not attain on their own. WEX offers a robust system tailored to the needs of MHC clients, capable of accommodating simple to complex plan designs.

Our employee population benefits from over \$300 million in tax-free medical spending accounts. MHC is at the forefront of medical account strategies, seamlessly integrating the WEX solution with our statewide medical plan options or customizing it to align with any public sector employer's medical plans.

The public sector gains strength through collective action, and these advantages are accessible to all public employers, including cities, counties, and school districts. The MHC medical spending account program is open to all Minnesota public sector employers, even those with medical insurance outside the MHC insurance program.

MHC has capitalized on its partnership with WEX to offer unparalleled value that's only accessible through this collaboration:

- **Negotiated Fees**
 - No setup or renewal fees
 - Low monthly administration fees
 - Industry-leading interest rates
 - Dedicated customer service model for account holders
 - Dedicated account management for employers
 - Enhanced beneficiary options with VEBA accounts
 - Comprehensive employee education provided by MHC and WEX at no cost.
- **Service Guarantees:** Enhanced service levels with specific metrics
- **Technology Leadership:** MHC/WEX is a technological leader in Medical Spending Accounts.
- **Hassle-Free Promise:** MHC/WEX ensures ease of understanding and enhancement of employers' benefit packages.



Medicare Plans for Public Employers

Minnesota Healthcare Consortium (MHC) is excited to offer its Medicare eligible retirees and their eligible spouse an exclusive group Medicare plan that provides comprehensive medical coverage plus dental, vision and hearing benefits. There is no minimum participation requirement for the group to add this plan.

Plan features also include:

- Monthly premiums as low as \$85
- Nationwide access to any doctor or healthcare professional who accepts Medicare
- Prescription drug coverage for no additional monthly premium
- \$0 medical deductible
- \$0 copay for primary care office visits
- \$0 copay for annual vision and hearing exams
- Save up to \$750/year on dental services, using any licensed dentist
- Save up to \$200/year for prescription eyewear
- \$25 quarterly allowance to purchase over-the-counter items on plan 5
- Worldwide emergency care
- Free fitness membership through One Pass
- Minnesota residency not required - live in any state
- No minimum enrollment



Applications can only be accepted by calling Medica and enrolling over the phone. Enrollments can occur anytime throughout the calendar year for a future effective date.

To learn more, contact your local Service Cooperative or call Medica at 1-(855) 844-6395 (TTY: 711) 9 a.m. - 5 p.m., Monday-Friday.



Simplify your life with **free healthcare.**

Access doctors and therapists by phone, web, or app.

- \$10 PEPM Exclusively for MHC Groups
- Includes Spouse & Dependents 26 & Under



Take control of your health. Download the app to start using your **free** healthcare services.



Talk to a doctor 24/7 for \$0

For conditions like the flu, bronchitis, allergies, sore throats, skin conditions, and more



Get specialist medical advice for \$0

Get a second opinion on an existing diagnosis and treatment for more-serious conditions



Confidential counseling 7 days a week for \$0

For feeling stressed, overwhelmed, down, or not like yourself



Back care for \$0

Relieve your back pain through guided videos with a certified health coach



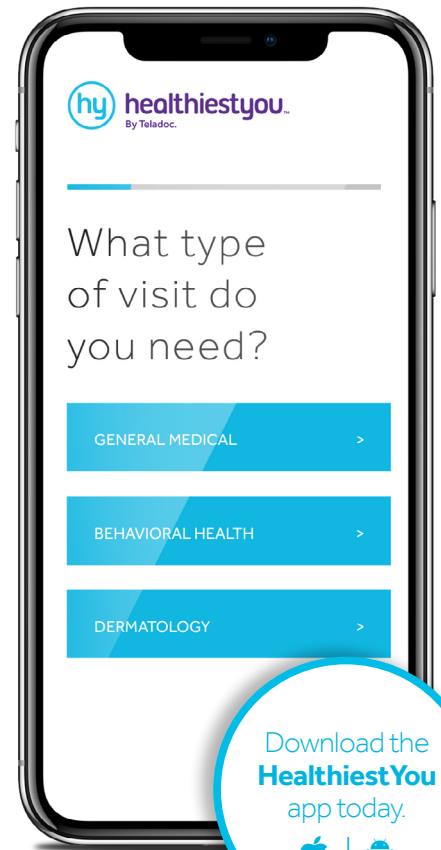
Dermatology for \$0

Upload photos of your condition to the app and get a treatment plan from a dermatologist within two business days



Nutrition for \$0

Registered dietitians provide in-depth nutrition consultations and personalized guides



Download the app for access to free and easy healthcare

HealthiestYou.com | 866-703-1259



A Look at Your VSP Vision Coverage

With VSP and Minnesota Healthcare Consortium, your health comes first.




Enroll in VSP® Vision Care to get access to savings and personalized vision care from a VSP network doctor for you and your family.


Value and savings you love.

Save on eyewear and eye care when you see a VSP network doctor. Plus, take advantage of Exclusive Member Extras which provide offers from VSP and leading industry brands totaling over \$3,000 in savings.

Provider choices you want.

 With thousands of choices, getting the most out of your benefits is easy at a VSP Premier Edge™ location.

Shop online and connect your benefits.

 Eyeconic® is the preferred VSP online retailer where you can shop in-network with your vision benefits. See your savings in real time when you shop over 70 brands of contacts, eyeglasses, and sunglasses.

Quality vision care you need.

You'll get great care from a VSP network doctor, including a WellVision Exam®. An annual eye exam not only helps you see well, but helps a doctor detect signs of eye conditions and health conditions, like diabetes and high blood pressure.

Using your benefit is easy!

Create an account on vsp.com to view your in-network coverage, find the VSP network doctor who's right for you, and discover savings with Exclusive Member Extras. At your appointment, just tell them you have VSP.


vision care

More Ways
to Save

Extra

\$20

to spend on

Featured Frame Brands†

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FLEXON

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and more

See all brands and offers
at vsp.com/offers.

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40%

Savings on
lens enhancements‡

Enroll through your employer today.
Contact us: **800.877.7195** or vsp.com

Invest in your **health**. Invest in your **future**.

Whether you want to eat healthier, sleep more, stress less, or get fit, My Health Rewards *Invest* is an online tool that helps you take small steps to reach your health goals.*

How it works

When you meet three wellness goals for sleep, activity, and nutrition, you'll get rewarded! Each month, you can earn up to \$75, deposited quarterly into your health savings account (HSA).** Expect to get your deposit six weeks after each quarter ends.

WELLNESS GOAL	DETAILS	MONTHLY REWARD
Sleep	Sleep more than 7 hours a night for 20 days in a calendar month.	\$25
Nutrition	Track calories with MyFitnessPal for 20 days in a calendar month.	\$25
Activity	Take 10,000 steps a day for 20 days in a calendar month.	\$25

Up to \$75 per month (up to \$900 per year)

Only subscribers with an HSA can earn the My Health Rewards *Invest* rewards. Your spouse and dependents, ages 18 and older, are eligible for the My Health Rewards standard program and can go to [Medica.com/MyHealthRewards](https://www.Medica.com/MyHealthRewards) for more information.

Take the first step

Already have a My Health Rewards *Invest* account? Just sign in to your account on the Virgin Pulse app or at [Medica.com/Invest](https://www.Medica.com/Invest).

Or follow these easy steps to create an account once your plan year starts:

- 1 Download the free Virgin Pulse app from the App Store or Google Play.
- 2 Open the app and click on Create Account under the Sign In button.
- 3 Search for Medica on the sponsor organization list. Then choose **Medica My Health Rewards Invest**.
- 4 Follow the steps to sign up. Enter your name exactly as it appears on your Medica ID card.

Prefer to sign up online? Go to [Medica.com/Invest](https://www.Medica.com/Invest) to create your account.



Have questions or technical issues?

Contact Virgin Pulse member services at Medica.Support@VirginPulse.com or **1 (833) 450-4074**. Or use the Chat button if you're using a web browser.

Employee Assistance Program



Good work starts with your well-being.

The Medica® Optum® Employee Assistance Program (EAP) is here for you through life's challenges. You can get answers and resources to tackle the tough issues you and your family face. Get 24/7 support from trained professionals at no extra cost. Your call and conversations with EAP specialists are kept confidential, in accordance with the law.

Features you'll love

- Get counseling sessions (five sessions per issue, per year) at no extra cost.
- Get a free 30-minute legal consultation and 25% off if you decide to work with a lawyer. Get help with child support, divorce, adoption, wills and trusts, and more.
- Talk with a financial advisor about debt, saving money, foreclosure, and more.
- Care for children or elderly parents with support and second opinions.
- Find online resources to help with everyday work and life challenges at **LiveAndWorkWell.com**. Use the access code "MEDICA".
- Get help with issues like tobacco, gambling, or drugs.
- Brighten your future with education tools and help finding a job.



Have questions? We're here.

Talk with an EAP specialist, 24/7, at **1 (800) 626-7944** (TTY: **711**).

This program should not be used for emergency or urgent care needs. In an emergency, call 911 or go to the nearest emergency room. This program is not a substitute for a doctor's or professional's care. Due to the potential for a conflict of interest, legal consultation will not be provided on issues that may involve legal action against Optum or its affiliates, or any entity through which the caller is receiving these services directly or indirectly (e.g., employer or health plan). This program and its components may not be available in all states or for all group sizes and is subject to change. Coverage exclusions and limitations may apply.



Visit mnhc.gov to learn more about MHC and our programming



Follow MHC on [LinkedIn](https://www.linkedin.com/company/minnesota-healthcare-consortium) and stay in touch with the latest healthcare news



B. \$300 Donation from Women Anglers of Minnesota for Fishing Rods for Fishing League Team

C. Community Access to Fitness Center

14. Approval of Policies

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STUDENT FUNDRAISING

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 511
SERIES 500 STUDENTS

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

III. RESPONSIBILITY

- A. The building administrators shall be responsible for developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents, and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved, in advance, by the administration. Participation in non approved activities shall be considered a violation of school district policy.
- C. The superintendent shall be responsible for providing coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 123B.09, Subd. 8 (Boards of Independent School Districts)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 713 (Student Activity Accounting)

SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 512
SERIES 500 STUDENTS

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

- A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.
- B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- C. Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
 1. Students producing official school publications and activities shall be under the supervision of a faculty advisor and the school principal. Official publications and activities shall be subject to the guidelines set forth below.
 2. Official school publications may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.
- B. "Official school publications" means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as a part of the curriculum.
- C. "Obscene to minors" means:
 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct

SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 512
SERIES 500 STUDENTS

should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. "Minor" means any person under the age of eighteen (18).
- E. "Material and substantial disruption" of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.
- In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- F. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

- A. Expression in an official school publication or school-sponsored activity is prohibited when the material:
1. is obscene to minors;
 2. is libelous or slanderous;
 3. advertises or promotes any product or service not permitted for minors by law;
 4. encourages students to commit illegal acts or violate school regulations or

SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

**BARNESVILLE PUBLIC SCHOOL
ISD 146**

**POLICY 512
SERIES 500 STUDENTS**

- substantially disrupts the orderly operation of school or school activities;
 - 5. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
 - 6. is distributed or displayed in violation of time, place, and manner regulations.
- B. Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:
- 1. assuring that participants learn whatever lessons the activity is designed to teach;
 - 2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
 - 3. assuring that the views of the individual speaker are not erroneously attributed to the school;
 - 4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
 - 5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
 - 6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
- C. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

- 1. Time
Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.
- 2. Place
Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- 3. Manner

SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 512
SERIES 500 STUDENTS

No one shall induce or coerce a student or staff member to accept a student publication.

Legal References: U. S. Const., amend. I
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 513
SERIES 500 STUDENTS

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 the World's Best Workforce.
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.

STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 513
SERIES 500 STUDENTS

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.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

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)

STUDENT RECRUITING

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 517
SERIES 500 STUDENTS

517 STUDENT RECRUITING

I. PURPOSE

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.
- B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.
- C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

III. DEFINITION

- A. The terms "undue influence" or "competing for enrollment" shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student's transfer to participate in a sport or activity.
- B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

IV. PROCEDURES

- A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.

STUDENT RECRUITING

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- B. Employees who violate the provisions of the policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, school district policies, and the bylaws of the Minnesota High School League, as applicable.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minnesota State High School League Bylaws

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

DNR-DNI ORDERS

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 518
SERIES 500 STUDENTS

518 DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

- A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References: None

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

BARNESVILLE PUBLIC SCHOOL
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POLICY 519
SERIES 500 STUDENTS

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. 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. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- 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 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 the interviews are conducted by the local welfare agency, the notification must 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

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

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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 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)

POLICIES INCORPORATED BY REFERENCE

**BARNESVILLE PUBLIC SCHOOL
ISD 146**

**POLICY 523
SERIES 500 STUDENTS**

523 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in the school district’s policies are applicable to students as well as to employees. To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies that also apply to students:

Model Policy 413	Harassment and Violence
Model Policy 417	Chemical Use and Abuse
Model Policy 418	Drug-Free Workplace/Drug-Free School
Model Policy 419	Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices
Model Policy 420	Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References: None

Cross References: None

VIOLENCE PREVENTION

BARNESVILLE PUBLIC SCHOOL
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POLICY 525
SERIES 500 STUDENTS

525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom

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immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).

- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minnesota Statutes section 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force composed of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn

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to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.

- F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- G. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).
- H. Establish clear school rules that prevent and deter violence.
- I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- K. Develop a curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- L. Develop a curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- M. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.
- N. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- O. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- P. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- Q. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- R. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Welfare Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.

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- S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)

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18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 527
SERIES 500 STUDENTS

527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.
- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by HIGH SCHOOL PRINCIPAL to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

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V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot. Students will not park vehicles in driveways, or on private property.
- B. When there are unauthorized vehicles parked on school district property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. PATROLS, INSPECTIONS, AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

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A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
Minn. Stat. § 123B.38 (Hearing)
New Jersey v. T.L.O., 469 U.S. 325 (1985)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons Policy)
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 712 (Video Surveillance Other Than on Buses)

STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 528
SERIES 500 STUDENTS

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student’s actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students’ pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated *Megan Hoyer, high school counselor* 302 3rd st. SE, Barnesville, MN 218-354-2228 as its Title IX coordinator. This employee coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated, and acted upon in the manner specified in Policy 522.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 529
SERIES 500 STUDENTS

529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such students.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

A. Administration

"Administration" means the superintendent, building principal, or other designee.

B. Classroom Teacher

"Classroom teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes

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physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School staff member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher’s classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate

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educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in

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Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (Compulsory Instruction))
Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (Notification; Teachers' Legitimate Educational Interest)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

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

MODEL NOTICE

STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

To: (Staff Name)

From: (Administrative Official)

Date of Notice:

This notice is sent to inform you that the following student has a history of violent behavior. The notice is sent to assist you in helping this student to be successful and ensuring the safety of students and staff.

Student's name:

Incident(s) of violence:

Description/Explanation of incident(s) if known (Specifically include any mitigating factors, e.g. self-defense, defense of others, medication issues):

The types of situations that might trigger violent behavior by this student, if known (e.g. triggers for frustration or anger):

Strategies or interventions that are successful with this student, if known:

The following documents may be available for you to review regarding this student:

- IEP
- §504 Plan
- Functional Behavioral Assessment
- Reports or statements by school staff
- Information provided by the parent or guardian

Additional information may be available to you based on your legitimate educational interest.

IMMUNIZATION REQUIREMENTS

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 530
SERIES 500 STUDENTS

530 IMMUNIZATION REQUIREMENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or
2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

B. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

C. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

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

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

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

- A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

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

[See Attachments A, B, C, and D.]

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

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

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

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also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

- Legal References:** Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)
- Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

SERVICE ANIMALS IN SCHOOLS

BARNESVILLE PUBLIC SCHOOL
ISD 146

POLICY 535
SERIES 500 STUDENTS

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

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A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person’s disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
 - 1. Is the service animal required because of a disability; and
 - 2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler’s control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal’s need to relieve itself, including the proper disposal of the service animal’s waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service

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animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individuals authorized representative is responsible for arranging for a service animal's care and supervision.

- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;

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- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations)
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

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Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 412

Orig. 1995

Revised: _____

Rev. 2008

412 EXPENSE REIMBURSEMENT

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

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

IV. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
 - 1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
 - 2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.

- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

V. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 15.435 (Airline Travel Credit)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members).

Adopted: _____

MSBA/MASA Model Policy 412

Orig. 1995

Revised: _____

Rev. 2008

412 EXPENSE REIMBURSEMENT

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

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

IV. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
 - 1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
 - 2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.
- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.

- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

V. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 15.435 (Airline Travel Credit)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

Adopted: _____

MSBA/MASA Model Policy 419

Orig. 1995

Revised: _____

Rev. 2019

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

[Note: The following language is not required by law but is recommended by MSBA for inclusion in this policy.]

- D. *The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture*

and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.
- B. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any tobacco product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.
- C. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- D. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VI. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

Adopted: _____

MSBA/MASA Model Policy 419

Orig. 1995

Revised: _____

Rev. 2023

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes, section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]

- D. ***The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.***

III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco,

tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)

Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

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

Adopted: _____

MSBA/MASA Model Policy 424

Orig. 1999

Revised: _____

Rev. 2018

424 LICENSE STATUS

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

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will

immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, Subd. 13 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References:

Adopted: _____

MSBA/MASA Model Policy 424

Orig. 1999

Revised: _____

Rev. 2023

424 LICENSE STATUS

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

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of

duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, ~~Subd. 13~~ (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 425

Orig. 2001

Revised: _____

Rev. 2016

425 STAFF DEVELOPMENT

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

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

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

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

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

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

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

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the school board twice a year.*
- B. The Staff Development Plan must contain the following elements:
 1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the school board;

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

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer

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

coaching programs for teachers new to the school or district;

- e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
- f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
- g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
- d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

- e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the

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

extent to which staff at the site have met the outcomes of the Staff Development Plan.

- E. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Department of Education relating to staff development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating

grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and

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

- c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- B. The report will be signed by the superintendent and staff development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

Adopted: _____

MSBA/MASA Model Policy 425

Orig. 2001

Revised: _____

Rev. 2023

425 STAFF DEVELOPMENT AND MENTORING

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

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

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

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

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

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

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

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

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

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

- B. The Staff Development Plan must contain the following elements:
1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;
- [Note: The board-determined education outcomes for your district could be inserted here.]***
2. The means to achieve the Staff Development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
 5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3)

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

professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher’s workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district’s teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher’s knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

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

1. additional stipends as incentives to mentors of color or who are American Indian;
2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

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

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

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

VIII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 2. The report will provide a breakdown of expenditures for:

- a. Curriculum development and curriculum training programs;
- b. Staff development training models, workshops, and conferences; and
- c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

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

Cross References: None.

Adopted: _____

MSBA/MASA Model Policy 513

Orig. 1995

Revised: _____

Rev. 2019

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 the World's Best Workforce.

2. The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. 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.
- 3. The school district will 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.
- 4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child’s ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child’s knowledge, skills, and abilities. The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
 Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

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 513

Orig. 1995

Revised: _____

Rev. 2023

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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 the World's Best Workforce.

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 ~~will~~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 ~~will~~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 ~~will~~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). ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

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 526

Orig. 1997

Revised: _____

Rev. 2014

526 HAZING PROHIBITION

[Note: School districts are required by statute to have a policy addressing these issues. The Minnesota Department of Education (MDE) will maintain and make available a model policy on student and staff hazing in accordance with Minn. Stat. § 121A.69. The MDE model policy differs from the MSBA/MASA model policy as it incorporates state and federal requirements related to harassment and discrimination which extends beyond the mandate of Minn. Stat. § 121A.69. Topics of harassment and discrimination are addressed in other MSBA/MASA policies. While school districts are required to adopt a policy governing student and staff hazing, school districts are not required to adopt any particular policy. MSBA recommends this policy.]

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that

involves violation of state or federal law or of school district policies or regulations.

- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. “Student” means a student enrolled in a public school or a charter school.
- F. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves

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

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

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

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

[Note: Proper reference should be made to the appropriate handbooks in each school district.]

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students

and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Adopted: _____

MSBA/MASA Model Policy 526

Revised: _____

Orig. 1997
Rev. 2010 2014

526 HAZING PROHIBITION

[Note: School districts are required by statute to have a policy addressing these issues. The Minnesota Department of Education (MDE) will maintain and make available a model policy on student and staff hazing in accordance with Minnesota Statutes section Minn. Stat. § 121A.69. The MDE model policy differs from the MSBA/MASA model policy as it incorporates state and federal requirements related to harassment and discrimination which extends beyond the mandate of Minnesota Statutes section Minn. Stat. § 121A.69. Topics of harassment and discrimination are addressed in other MSBA/MASA policies. While school districts are required to adopt a policy governing student and staff hazing, school districts are not required to adopt any particular policy. MSBA recommends this policy.]

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- D G. This policy applies to behavior hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation and during and after school hours.
- E H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that

involves violation of state or federal law or of school district policies or regulations.

- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or a charter school.
- B E. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the **target or** victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter **the "building report taker"**) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves

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

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

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

V. SCHOOL DISTRICT ACTION

- A. ~~Upon~~ Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at ~~its~~their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students, or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

- ~~C D.~~ Upon completion of ~~the an~~ investigation ~~that determines hazing has occurred~~, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to ~~try to~~ deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements~~;~~ applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act~~;~~ ~~and applicable~~ school district policies~~,~~ and regulations.
- ~~D E.~~ The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students ~~involved in a hazing incident and who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of~~ the remedial ~~or disciplinary~~ action taken, to the extent permitted by law~~, based on a confirmed report.~~
- F. ~~In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.~~

VI. **RETALIATION OR REPRISAL**

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

VII. **DISSEMINATION OF POLICY**

[Note: Proper reference should be made to the appropriate handbooks in each school district.]

- A. This policy shall appear in each school's student handbook and in each school's

building and staff handbooks.

- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § ~~121A.0695~~ 121A.031 (School Student Bullying Policy Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Adopted: _____

MSBA/MASA Model Policy 602

Orig. 1995

Revised: _____

Rev. 2017

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of Education under Minn. Stat. § 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the

calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher’s workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.

- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

Adopted: _____

MSBA/MASA Model Policy 602

Orig. 1995

Revised: _____

Rev. 2023

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Minnesota Commissioner of Education under Minnesota Statutes, section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. [§ 10.55 \(Juneteenth\)](#)
[Minn. Stat. § 120A.40 \(School Calendar\)](#)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
[Minn. Stat. § 645.44 \(Words and Phrases Defined\)](#)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2017

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required

in all elective subject areas. The instructional approach will be nonsexist and multicultural.

- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who

has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the

fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
4. Schools and districts may administer civics test questions as part of the social studies curriculum.
5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2023

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language arts and~~ basic communication skills including reading and writing, literature, and fine arts;
2. ~~M~~ mathematics and science;
3. ~~S~~ social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. ~~H~~ health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates ~~or Minnesota World Language High Achievement Certificates~~ consistent with Minnesota Statutes section 120B.022, subdivision 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and ~~all~~ courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

~~C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: dance, media~~

~~arts, music, theater, and visual arts.~~

- C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student,

18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student, and

the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student’s plan under this provision shall continue while a student is enrolled.

VI. ~~CIVICS TEST~~

- ~~A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student’s transcript that the student answered at least 30 of 50 civics test questions correctly.~~
- ~~B. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state’s civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota’s Legacy website by August 1 of that year.~~
- ~~C. The school district may exempt a student with disabilities from this requirement if the student’s IEP team determines the requirement is inappropriate and establishes an alternative requirement.~~
- ~~D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.~~
- ~~E. The school district may administer civics test questions as part of the social studies curriculum.~~
- ~~F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.~~
- ~~G. The school district cannot charge a fee related to this requirement.~~

~~**[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]**~~

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
[Minn. Stat. § 120B.101 \(Curriculum\)](#)
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.20 (Parental Curriculum Review)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.022 (Elective Standards)
[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. 2019

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. “Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- 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.
- C. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- E. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

IV. DISTRICT ASSESSMENT COORDINATOR

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

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an

assessment to graduate from high school.

- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or

physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and

- 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

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

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
 Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)
 Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (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 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. 2023

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

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

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as

measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history,

geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

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

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

VII. GRADUATION STANDARDS REQUIREMENTS

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

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

VIII. EARLY GRADUATION

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)
 Minn. Stat. § 120B.024 (Credits)
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Part 3501.0820 (Academic Standards for the Arts)

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20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

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

Adopted: _____

MSBA/MASA Model Policy 617

Orig. 1998

Revised: _____

Rev. 2003

617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

[Note: With the repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts which retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]

I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements through the Profile of Learning content standards will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards of the Profile of Learning. This policy also defines how technology will be integrated across student learning areas. *[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]* In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

A. Preparatory Content Standards

[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will

address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]

B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]***

[Note: School districts should examine existing graduation requirements and align them to the new requirements.]

C. Assessment of Content Standards

[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]

D. Additional Requirements

[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]

E. Special Needs Students

[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]

F. Integration of Technology

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G. Evaluation and Remediation of Student Difficulties and Achievement

[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
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Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
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Adopted: _____

MSBA/MASA Model Policy 617

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Rev. 2023~~2~~

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Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
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Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
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MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Adopted: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. 2019

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- C. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

- E. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- F. “Computer-adaptive assessments” means fully adaptive assessments.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “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, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *[school board/superintendent/director of instruction]* shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the

extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

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

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's

final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minn. Stat. § 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

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

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the

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

- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
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Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
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III. DEFINITIONS

~~A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

~~"Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~"Computer-adaptive assessments" means fully adaptive assessments.~~

D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career

and technical education and world languages.

- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. ~~"Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]~~
- K. ~~"On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- GL. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of ~~English~~ language arts, mathematics, science, social studies, physical education, and the arts, ~~and/or~~ (2) a locally adopted expectation for student learning in health ~~or the arts~~.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

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

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

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

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

- a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
 6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The [Minnesota](#) Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and

- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

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

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for

postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

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

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.3520 (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 616 (School District System Accountability)

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2003

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Rev. 2019

624 ONLINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095, the Online Learning Option Act.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minn. Stat. § 124D.095, Subd. 4(d) and (e).]

To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school

district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]

III. DEFINITIONS

- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must

notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)
 Minn. Stat. § 123B.42, Subd. 1a (Curriculum; Electronic Components)
 Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 624
Orig. 2023

Revised: _____

624 ONLINE INSTRUCTION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the

supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

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

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota

Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

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

- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

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

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board’s Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 708

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Rev. 2017

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minn. Stat. § 123B.88 and § 123B.92 when applicable. (Minn. Stat. § 123B.86, Subd. 1)
- B. Upon the request of a parent or guardian, the school district shall provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation shall be provided whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. (Minn. Stat. § 123B.86, Subd. 2(a))
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such

transportation provided outside the school district boundaries. (Minn. Stat. § 123B.86, Subd. 2(b))

- D. The school district shall provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school. (Minn. Stat. § 123B.44, Subd. 1)
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)
- F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district shall provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. (Minn. Stat. § 125A.18)
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600, Subd. 1)

- C. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- D. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

V. APPLICATION OF GENERAL POLICY

The provisions of the school district’s policy on transportation of public school students [Model Policy 707] shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References: Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (Compliance by Nonpublic and Charter School Students)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References: MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

Adopted: _____

MSBA/MASA Model Policy 708

Orig. 1995

Revised: _____

Rev. 2023

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

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I. PURPOSE

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II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with

school district student bus conduct and student bus discipline policies.

- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.

- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (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.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References:

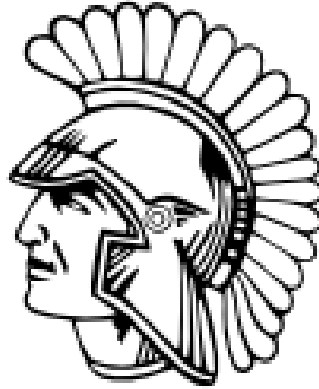
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.84 (Policy)
- Minn. Stat. § 123B.86 (Equal Treatment)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. Ch. 125A (Special Education and Special Programs)
- Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
- Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
- Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)
- Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8th Cir. 1992)
- Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
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- Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
- Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References:

- MSBA/MASA Model Policy 707 (Transportation of Public School Students)
- MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

- 16. Discussion/Information
 - A. Bids for Storage Shed
 - B. Strategic Plan

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Barnesville Public Schools

"Commitment to Excellence"

Strategic Planning Project Design Proposal

Dr. Jeffry M Schatz

Schatz & Associates, LLC



April 15, 2024

Dr. Jon Ellerbusch, Superintendent
Barnesville Public Schools
302 3RD ST SE
Barnesville, MN 56514

Dear Jon,

For your review, I have prepared a project design document to outline the work I would engage in with your school district. This document describes a strategy to assist the school district in strategically focusing its work efficiently and effectively. The following information will provide information about my consulting services and explain the process I would use to review and develop a new strategic plan.

Firm Name – Schatz and Associates, LLC.



Dr. Jeffrey M. Schatz, Owner/Consultant
Schatz & Associates, LLC.
Strategic Planning and Leadership Development
Cell: 701-213-3017
jm.schatz@outlook.com

Firm Experience, Qualifications, and Size Introduction

A Fargo native, Dr. Jeffrey M. Schatz graduated from Fargo North High School. He completed his undergraduate studies at NDSU and received a master’s degree in educational leadership and a doctorate in educational administration from UND.

Dr. Schatz has been dedicated to education and the youth of North Dakota since 1983 when he became a teacher at Sargent Central in Forman, North Dakota. From 1985 to 1988, he was the Director of training and volunteers at the North Dakota Special Olympics State Office in Grand Forks. In 1988, he joined the Grand Forks Public Schools as a teacher, athletic director, associate principal, and head principal. In 2009, he joined Fargo Public Schools as the first principal of Davies High School. The Board of Education of the City of Fargo hired Dr. Schatz as the Superintendent of Schools in the spring of 2012. He officially assumed the position in July 2012. He served the district as Superintendent for six years, retiring in June 2018.

He is the owner and Strategic Planning Consultant for Schatz and Associates, LLC. and is the sole proprietor and employee. He specializes in board governance review and development, leadership training, change management, and strategic planning and implementation. Over the past six (6) years, he has worked with nearly 55 school districts in North Dakota, Lake Park Public School and Moorhead State University (MSUM) in Minnesota, fifteen non-profit organizations in the Fargo Moorhead region, and most recently, with the Cities of Moorhead, Minnesota, and Fargo, North Dakota.

Project Design and Definitions

The following information is provided to describe the school district organization and planning processes.

School District Strategic Alignment

The following definitions can clarify terms for you and your board members as you engage in a strategic planning process.

School districts have three main tenets – board governance, strategic planning, and operational planning. The following definitions help clarify each role in a strategically aligned school district.

Board Governance

The school district's governance is provided by the School Board, which is tasked with supervising the Superintendent, overseeing the school district's finances, setting the mission and vision, and monitoring the school district's results. School Boards across the nation differ in the methods used to govern a school district, with options including a traditional operational oversight to an overarching policy governance model.

Strategic Planning

A strategic plan is a living document used to communicate the organization's goals, the priorities needed to achieve those goals, and metrics used to measure progress on those goals. The plan outlines a mission, vision, values, and strategic initiatives (focus) for three to five years. A focused strategic plan strengthens operations and ensures that employees, board members, and stakeholders work toward common goals. Once strategic goals are established, the strategies for achieving the goals are developed. These strategies are generally three to five years and monitored during this period.

Operational Planning

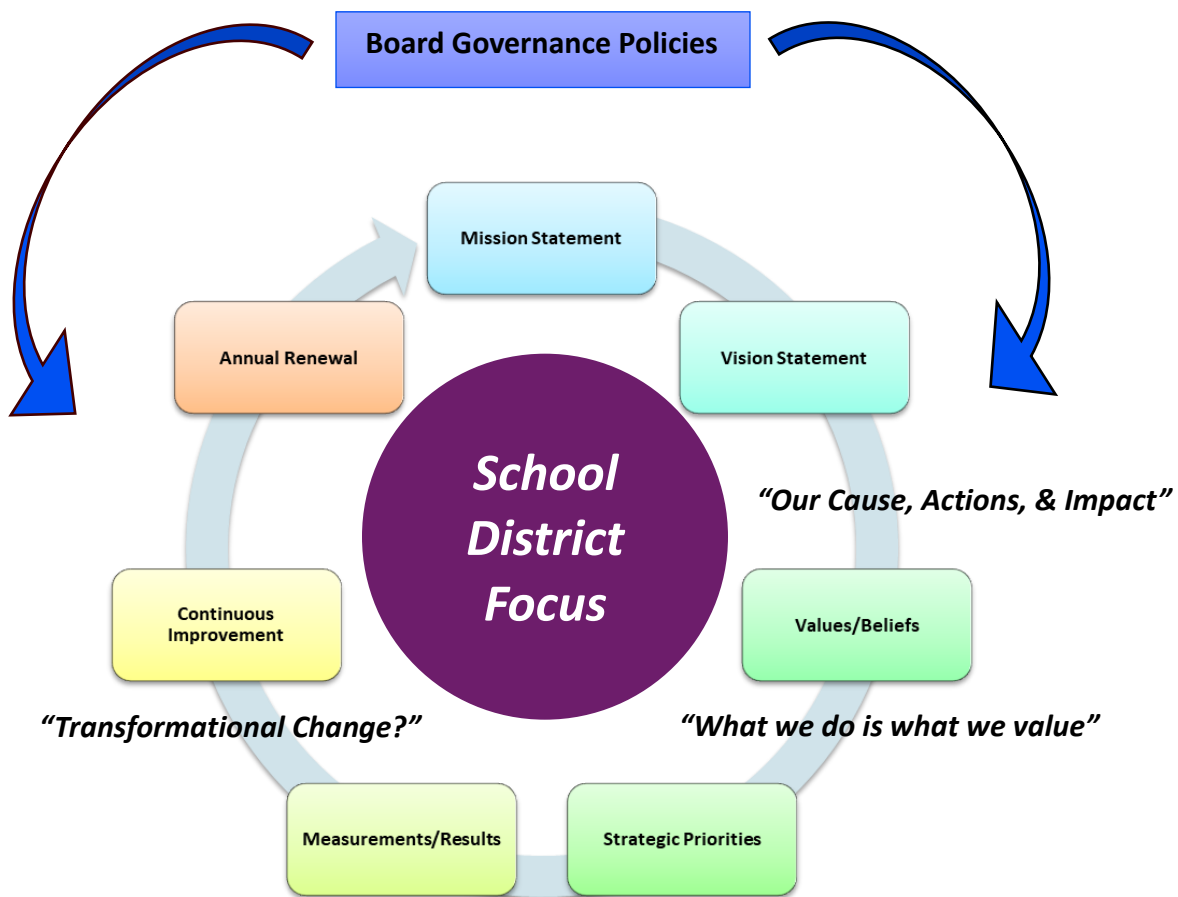
An operational plan is a yearly plan that focuses on the district's work during one school year. The operational plan is the mechanism used to implement a strategic plan. It is directly aligned with the strategic plan and includes metrics to measure the plan's progress throughout the school year. A one-year operational and action plan becomes the strategic assignment for administration and staff to address. The operational plan emphasizes the school district's academic and operational aspects. This integration provides the proper balance between planning and acting to ensure the forward movement of the strategic plan. The key is to make this challenging yet manageable, as the school district still must meet its day-to-day responsibilities.

In short, an aligned district has a governing board that approves policy and budget while monitoring results and helps shape the school district's vision by adopting a strategic plan. Then, the administration executes an annual operational plan to carry out the initiatives listed in the strategic plan.

Elements of a Strategic Plan

An excellent strategic plan includes a mission statement, vision statement, belief or value statements, strategic initiatives, goals, strategies, and results aligned with the accreditation recommendations and State/Federal requirements. In addition, effective strategic plans have a roadmap that assists in implementing and monitoring the strategic plan.

Strategic Planning Model



Proactive vs. Reactive
"Hope for the best is not a strategic initiative!"

Preparing for Strategic Planning

Preparing for a strategic planning process includes several different steps. The following diagram depicts this process.



Data Collection or Environmental Scanning

Engaging in a strategic planning process involves looking at the internal and external factors, both perceptual and factual, associated with the school district's current performance. A method typically used to complete this task is called "Environmental Scanning."

Environmental scanning is a process where internal and external factors that impact the effectiveness of a school district are examined. The method identifies the strengths and challenges facing the school district and occurs through several different processes, including a review of the following:

- Current strategic and operational plans
- District policies which pertain to operational practices
- Accreditation Reports
- ND Insights review – DPI dashboard
- Internal academic measurements and metrics
- District demographic trends
- Key Performing Indicators/Assessments
- Identification and review of current district initiatives

Also, with these reviews, internal and external stakeholder surveys or focus groups can be used to provide feedback regarding the perceived strengths and challenges of the school district. These focus groups may include:

Internal Stakeholders

- School Board
- Superintendent and Cabinet
- Directors
- Principals
- Teachers
- Support Staff
- Students (High School Seniors)

External Stakeholders

- Parents
- Community leaders
- Community partners

Finally, a SWOT Analysis Survey can identify both internal and external factors that impact the effectiveness of a school district/organization. Strengths, weaknesses, opportunities, and threats analysis (SWOT Analysis) can assist in identifying these factors.

Strengths

Strengths are internal factors representing what your organization/school district does well. Strengths are factors you have complete control over and may include programs, facilities, equipment resources, skilled employees, location, etc.

Weaknesses

Weaknesses are internal factors that hinder your progress. They inhibit your district/organization from functioning effectively. Identifying weaknesses highlights areas where improvements can be made.

Opportunities

Opportunities are external factors that, when considered, could help your school district/organization enhance overall effectiveness. The school district/organization can proactively communicate and collaborate with external resources by identifying possible external opportunities.

Threats

Threats are external factors that can negatively impact your school district or organization. These external factors may include economic markets, funding, lack of resources, human resource shortages, etc.

Developing a Strategic Planning Process

Developing a strategic planning process is the agreed-upon process that identifies the steps taken to complete the process. This typically occurs through discussions with the Superintendent and or the leadership team in the school district.

Strategic Planning Committee

Developing a broad-based strategic planning committee is a critical first step in preparing for the planning process. Therefore, representation should be broad-based and **may** include:

Strategic Planning Committee Members

- School Board Members (2)
- Superintendent (1)
- Administrators (2-3)
- Teachers (3-6)
- Support Staff (1-2)
- Parents (2-4)
- Community Leaders (2-4)
- Community Partners (2-4)

Total (15-26)

The size of the committee reflects the size of the community. For example, smaller school districts might have a committee of 10-12 people, while larger districts may have 25-30 people.

Roles and Responsibilities of the Strategic Planning Committee

- Participate in all planned meetings.
- Participate in discussions that will provide feedback to review and development of the following:
 - Mission Statement
 - Vision Statement
 - Values/Belief Statement
- Discuss and agree on Strategic Priorities.
- Review and provide feedback on a draft Strategic Plan.

***A separate committee called the writing team develops the strategic goals, strategies, and progress monitoring measures. The writing committee is comprised of internal stakeholders (administration, teachers, leaders, etc.). The strategic planning committee is a feedback mechanism that informs the direction of the writing team's tasks.*

Strategic Planning Meeting Agendas

The following is an example of tentative agendas for a strategic planning process:

Committee Meeting #1 Orientation & Overview – TBD

- Introductions of committee members
- Meeting dates, times, and locations review
- Meeting Norms and Expectations – Reaching Consensus
- Strategic Planning Overview
- Current Trends in Education Discussion
- Current District Initiatives Presentation
- Finance Report
- Introduction to Mission Statements, Vision Statements, Core Values.

Committee Meeting #2 – TBD

- SWOT Analysis Discussions
- Mission/Vision/Core Values Review or Development
- Academic Initiatives – Review and Discussions
- Operational Efficiency Discussions
 - Financial Planning
 - Facilities planning

Committee Meeting #3 – TBD

- Finalize Mission, Vision, Values
- Strategic Initiatives/Goals

** Additional meetings may be scheduled if needed.

Investment Value

The desired outcome of a strategic planning process for your school district is a critical investment to be seriously considered by the Board of Education. Therefore, it is essential to understand the services I will provide for you and the collaboration needed to ensure that your district's successful strategic plan is developed. The following client and consultant responsibilities include:

Districts Role:

- Select and confirm meeting dates in association with the consultant's schedule.
- Complete and return to the consultant a *district information form* (provided by the consultant at the beginning of the process)
- Select and secure a commitment from individuals to serve on your Strategic Planning Committee.
- Review any current district planning documents with me (consultant).
- Prepare a packet/folder of school district information for the consultant and strategic planning committee. The packet or folder should contain, if available:
 - Current Strategic and Operational Plans.
 - Accreditation Reports
 - District Demographics and Trends
 - Review of Current School District Initiatives
 - Academic Measurements and Metrics (a list of student assessments administered in the district)
 - Parent and Student Surveys
- **Identify a writing team to develop your school district goals, objectives, and progress monitoring metrics.**
- Meeting space for the strategic planning committee meetings. The area should include access to a projector, HDMI adaptor, and screen (I will bring my computer).
- Provide basic supplies such as handouts, etc.
- Provide administrative assistant support for the process if needed.
- Ensure access to district administration/Board President as determined by the district.

Consultants Role:

- Dr. Jeffry M. Schatz will be the sole consultant for the project
- Review school district documents related to initial planning processes and policies.
- Organize and conduct/lead each of the strategic planning committee sessions.
- Create and administer (with your assistance) any feedback surveys during the process.
- Write and develop a draft and final Mission, Vision, and Values statements with the information gathered from each meeting and final approval of the committee.
- **Assist** the writing team in developing your strategic initiatives, goals, strategies, and progress monitoring metrics.
- Work directly with you between sessions to ensure we move in the same direction.
- Develop a draft strategic plan report to be reviewed by the strategic planning committee.
- Prepare a final strategic plan report.
- Conduct any School Board presentations, as requested.
- Assist with training in developing an implementation plan (*additional fee based on the school district's needs*).

To complete the process of developing a strategic plan for your school district, I would anticipate three (3) to five (5) onsite visits with associated Zoom calls to plan strategic planning meetings, etc. Planning for meetings, developing and executing a pre-strategic planning survey, crafting feedback loops during the process, and finalizing a Strategic Plan for School Board approval would require an investment of a flat fee rate of **\$11,000.00 for the Services.**

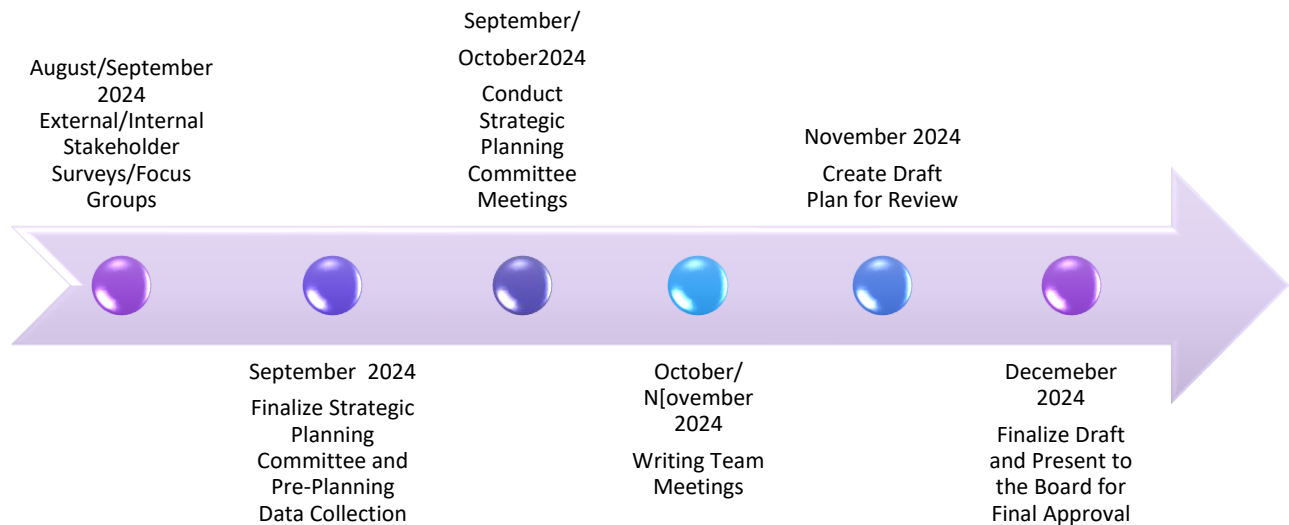
Also, mileage costs associated with site visits will be reimbursed at the current federal mileage rate and any associated hotel expenses (if needed).

If you want to conduct a School Board work session to prepare for the process, I will conduct a 2–3-hour workshop to discuss governance and strategic planning processes. This workshop would require a flat fee of **\$1,500.00.**

In addition, if you choose to conduct community focus groups as part of the process's preparation, a fee of **\$500.00** per focus group will be required.

Proposed Schedule/Timeline

The timeline for completing a strategic planning process usually occurs over 3-6 months,



depending on schedules, site visits, and school district writing team timelines. The following is an example/draft timeline that can be adjusted depending on the school district's needs.

Summary

Let me know if you have questions or want to discuss this proposal further. If you choose to move forward, a contract for services will be written and signed by both parties. I am looking forward to working with your school district.

Dr. Jeffry M. Schatz,
Strategic Planning Consultant
701-213-3017
jm.schatz@outlook.com

Barnesville Public School
Student Enrollment
SY 2023-2024

	2022-23 Oct 1 Count	2022-23 End-of-Year	2023-24 Projection	Sep 8	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	Apr 1	May 1	May 25
Grade K	81	81	70	56	56	56	56	56	56	56	56		
Grade 1	71	70	76	74	74	74	74	75	75	75	76		
Grade 2	76	78	75	72	72	72	72	71	71	71	71		
Grade 3	68	68	73	76	76	76	76	76	76	76	76		
Grade 4	76	76	72	72	72	72	72	73	73	73	73		
Grade 5	71	70	66	76	76	76	76	75	74	73	73		
Grade 6	60	61	69	68	68	68	68	68	67	68	68		
	503	504	502	494	494	494	494	494	492	492	493	0	0
Grade 7	75	75	71	59	59	59	59	59	60	60	59		
Grade 8	64	63	69	74	74	74	74	74	74	74	73		
Grade 9	64	61	66	60	60	60	60	60	59	59	59		
Grade 10	65	62	68	58	58	58	58	57	56	56	57		
Grade 11	74	72	67	59	59	60	60	60	60	60	60		
Grade 12	64	62	58	68	68	68	68	68	67	67	67		
	406	395	399	378	378	379	379	378	376	376	375	0	0
Grades K-12	909	899	901	872	872	873	873	872	868	868	868	0	0

18. Dates to Remember

A. Regular School Board Meeting

1) Monday, May 20, 2024, 7:00 PM, Barnesville High School

19. Adjournment