

End of the Year Special School Board
Meeting
Monday, June 29, 2026 6:00 PM

District Office Board Room
2001 William Avenue
Montevideo, MN 56265

Agenda

1. ROUTINE BUSINESS ITEMS
 - 1.1. Call to Order/Pledge of Allegiance
 - 1.2. Roll Call: Stenson ___ Birhanzi ___ Wibben ___ Shourds ___ Miller ___ and Norman ___.
 - 1.3. Approval of Agenda
 - 1.4. Special Presentation
 - 1.4.1. Mike Trewick, Activities Director, will provide an update on Activities.
 - 1.5. Approval of Consent Agenda

(Any item or items may be pulled off the consent agenda, at the request of any board member, for consideration by the board as a whole.)

 - 1.5.1. Regular Board of Education Meeting Minutes
 - 1.5.2. Bills
 - 1.5.3. Set the Regular School Board Meeting Dates and Times
 - 1.5.4. Personnel Actions
 - 1.5.4.1. Employment
 - 1.5.4.2. Resignations/Retirements
 - 1.5.4.3. Reassignments
 - 1.5.5. Annual Designations
 - 1.5.6. Per Diem Meal Rates
 - 1.5.7. Approval of Fundraising Requests
 - 1.6. Resolution Accepting a Gift, Donation, Contribution or Bequest RESOLUTION ACCEPTING MONETARY, PROPERTY, GOODS OR SERVICES DONATION
 - 1.7. Public Forum
 - 1.8. Superintendent's Report
 - 1.9. Board Reports
 - 1.9.1. Board Committees
 - 1.9.2. Student Representative Report
 - 1.9.3. Administrators
 - 1.10. Congratulatory Action and Recognition
2. DISCUSSION ITEMS
 - 2.1. Construction Updates
 - 2.2. Superintendent Jamie Skjeveland will lead a discussion regarding a Permanent School Fund.
 - 2.3. Policies 613, 620, 621, 624, 707, and 802 are the final policies to be reviewed and approved for the 25–26 school year. These policies will be brought forward in August for approval.
3. ACTION ITEMS
 - 3.1. Set Board Stipends and Meeting Rates for 2026-2027.
 - 3.2. Accept Property and Liability Insurance Renewal

- 3.3. Approve Long Term Facility Maintenance Plan
- 3.4. Designation of LEA Representatives for Federal Programs and Grants.
- 3.5. Approve policies 602 and 606.5. These policies were brought before the board at the June 8th meeting.
- 3.6. Motion to close the Meeting for Superintendent Evaluation
4. CLOSED SESSION
5. Reconvene in Open Session
6. Summary Statement Regarding Superintendent Evaluation
7. ADJOURNMENT

ISD 129 – MONTEVIDEO PUBLIC SCHOOLS
Minutes of Regular School Board Meeting
Held June 8, 2026, in Montevideo, MN

Chairman Stenson called the regular meeting of the School Board of Independent School District #129 to order at 6:00 p.m. on Monday, June 8, 2026, in the District Board Room of Montevideo Middle School.

Members present were Wibben, Shourds, Birhanzl, Norman, and Stenson. Member Miller attended remotely at 6:15 p.m., Superintendent Skjeveland, Community Ed. Director Kelly Snell, Chief Business Official Adam Spray, and members of the staff were also present.

Director Birhanzl made the motion, and Director Shourds seconded the motion to approve the agenda as presented. The Motion carried unanimously.

Rich Rodich with Bray Architect provided an update on the Referendum Construction Process.

Bruce Miles led the discussion on how the strategic plan process will unfold over the next few months.

Director Birhanzl made the motion, and Director Shourds seconded the motion to approve the Consent Agenda as presented. The Motion carried unanimously.

- Regular Board of Education Meeting Minutes – May 11, 2026
- June Board Bills

TOTAL EXPENDITURES BY FUND

GENERAL FUND	\$	127,819.50
FOOD SERVICE	\$	134,034.13
COMMUNITY SERVICES	\$	10,378.10
CAPITAL EXPENDITURE	\$	67,303.10
BUILDING CONSTRUCTION	\$	156,740.00
STUDENT ACTIVITIES	\$	13,423.72
MINN RIVER VALLEY ED DIST	\$	-
MRVED COMMUNITY EDUCATION	\$	-
TOTAL BY FUND	\$	509,698.55

- Treasure Report
- Personnel Actions
 - Employment: Skylar Huntley, Title 1; Ashley Stengel, Title 1; and Nicole Sannerud, 3rd grade teacher at Sanford.
 - Resignations/Retirements: Mari Conner retired as a special education paraprofessional. Deserae Niemeyer resigned as a Title 1 Teacher. Gretchen Geer resigned as an English Language Arts Teacher at the high school. Tanya Maethner resigned as the High School Principal. Savannah Lay resigned as a special education paraprofessional. Shea Bohlin resigned from Buildings & Grounds. Meghan Vien resigned as a part-time administrative assistant. Todd Goulson is retiring as Head Custodian.
 - Reassignments: Hayley Knoop has been reassigned to a 4th-grade teacher at Sanford, beginning with the 26–27 school year. Chelsea Sterling has been reassigned from paraprofessional to FT substitute teacher for the 26–27 school year.
- Resolution Accepting a Gift, Donation, Contribution, or Bequests – None
- Superintendent’s Report
- Board Report – Chairman Stenson provided an update on Negotiations with the Teacher Assistant Group and the Performing Arts Center Tour.
- Student Representative Report

- Administrators Report
- Congratulatory Recognition: Congratulations to the recipients of Spring honors and awards. The students at MHS continue to excel and showcase their talents across a wide array of activities. Congratulations!

Discussion Items:

Policies 602 and Policy 606.5 were brought forth for the first reading. These policies will be approved at the June 29, 2026, board meeting.

Superintendent Jamie Skjeveland led the discussion about the Facilities Rental Policy.

Action Items:

Motion by Director Shourds and seconded by Director Wibben to adopt the Resolution for Membership in the Minnesota State High School League MSHSL. After a roll call vote, all members voted Aye, and the motion carried.

Motion by Director Norman and seconded by Director Birhanzl, to adopt the Resolution Establishing Dates for Filing Affidavits of Candidacy. After a roll call vote, all members voted Aye, and the motion carried.

Motion by Director Birhanzl and seconded by Director Norman to adopt the Resolution Relating to the Termination and Non-Renewal of the Teaching Contract for Kylie Willems, a Non-Tenured Probationary Teacher. After a roll call vote, all members voted Aye, and the motion carried.

Motion by Director Shourds and seconded by Director Norman to approve the Coaches Handbook. The motion carried.

Motion by Director Wibben and seconded by Director Shourds to approve staff for Tenure: Riley Frank, Mitchel Koebnick, and Kayla Stevens. The motion carried.

Motion by Director Norman and seconded by Director Wibben to approve the annual goals for performance pay. The motion carried.

Motion by Director Birhanzl, and seconded by Director Shourds, to approve the June Payroll Deductions. The motion carried.

Motion by Director Birhanzl, and seconded by Director Shourds, to approve policies 625 and 524. The motion carried.

Motion by Director Birhanzl, and seconded by Director Shourds, to designate Jamie Skjeveland, Superintendent of Schools, as the Identified Official with Authority to authorize user access to MDE secure websites for the 2026-2027 school year.

The board further confirms that, based on the job description and contract, the superintendent of schools has the authority to assign job duties within the local educational agency. The motion carried.

Motion by Director Wibben and seconded by Director Shourds to approve FY2026 revised budget of \$48,516,131 in Revenues and \$31,865,249 in Expenditures. The motion carried.

Motion by Director Wibben and seconded by Director Shourds to approve FY2026 original budget of \$51,296,835 in Revenues and \$49,917,732 in Expenditures. The motion carried.

Motion by Director Birhanzl, and seconded by Director Norman, to approve the Non-bargaining Community Ed. Agreements. The motion carried.

Motion by Director Shourds, and seconded by Director Wibben, to approve setting the Substitute Teacher Rate to \$180/day for the 26-27 school year. The motion carried.

Motion by Director Norman, and seconded by Director Birhanzl, to approve the 26-27 Yearbook Agreements. The motion carried.

Adjournment: Motion by Director Birhanzl and seconded by Director Norman to adjourn the meeting at 7:41 p.m. The motion carried unanimously.

**MONTEVIDEO PUBLIC SCHOOLS
YEAR END WARRANTS
JUNE 29, 2026**

Check #	Vendor	Amount	Description
72024	A&B BUSINESS SOLUTIONS	\$ 1,535.76	PRINTER LEASES
72025	ACUITY SPECIALTY PRODUCTS, INC	\$ 2,597.40	CUSTODIAL SUPPLIES
72026	AMAZON CAPITAL SERVICES, INC	\$ 4,915.54	MISC SUPPLIES
72027	AMERICAN WELDING & GAS, INC	\$ 236.33	AG SHOP SUPPLIES
72028	BLICK ART MATERIALS	\$ 50.34	NATIVE CLASS SUPPLIES
72029	BORCH'S SPORTING GOODS	\$ 4,557.00	BASKETBALL POLES/BASEBALLS
72030	BRAY ASSOCIATES ARCHITECTS, INC	\$ 169,240.00	2026A PHASE 1,2, & 3
72031	BUILDERS FIRSTSOURCE	\$ 112.10	CUSTODIAL SUPPLIES
72032	CHAPPEL CENTRAL INC	\$ 9,122.87	HVAC REPAIRS/CONTRACT
72033	CHARTER COMMUNICATIONS	\$ 256.64	PHONE/INTERNET
72034	CHERRYROAD MEDIA	\$ 335.00	GRADS SECTION
72035	CITY OF MONTEVIDEO UTILITIES	\$ 4,777.40	CITY UTILITIES
72036	CLEARWAY COMMUNITY SOLAR	\$ 11,644.42	SOLAR CREDITS
72037	COLUMN SOFTWARE PBC	\$ 292.80	LEGAL NOTICES
72038	CONCENSUS TECHNOLOGIES	\$ 8,393.60	MICRO FOCUS
72039	COORDINATED BUSINESS SYSTEMS,	\$ 702.84	BAND ROOM PRINTER
72040	COUNTRYSIDE PUBLIC HEALTH	\$ 236.00	2ND KITCHEN INSPECTION
72041	CULLIGAN ULTRAPURE INC	\$ 60.50	SALT
72042	DUFAULT PUBLISHING	\$ 63.71	MMS YEARBOOKS
72043	ECOLAB PEST ELIMINATION	\$ 735.10	PEST ELIMINATION
72044	FARMERS UNION OIL COMPANY	\$ 2,614.45	FUEL/FERTILIZER/TIRE REPAIRS
72045	FAST THREADS	\$ 875.65	BBALL SHIRTS/MARCHNING BAND SHIRTS
72046	FASTENAL COMPANY	\$ 1,306.80	AIR FILTERS/POOL SUPPLIES
72047	FOLLET CONTENT SOLUTIONS, LLC	\$ 1,129.54	LIBRARY ORDERS
72048	GOPHER SPORTS	\$ 1,317.00	ELEMENTARY PE MATS
72049	HILLYARD FLOOR CARE SUPPLY	\$ 941.62	CUSTODIAL SUPPLIES
72050	INNOVATIVE OFFICE SOLUTIONS, LLC	\$ 10,024.86	DISTRICT OFFICE REMODEL/SCHOOL SUPPLIES
72051	JAY'S DIGGING SERVICE	\$ 2,950.00	HYDRANT REPLACEMENT
72052	JIM'S CLOTHING & SPORTING GOOD	\$ 2,673.00	SUMMER RECT TEES/BASEBALL TEES/FB TEES
72053	JOHN DEERE FINANCIAL	\$ 405.43	LAWN MOWER PARTS
72054	KENNEDY & GRAVEN CHARTERED	\$ 2,438.00	LEGAL SERVICES
72055	MARCO	\$ 2,279.12	COPIER LEASE
72056	MELODY LANES FAMILY ENTERTAINM	\$ 637.00	3RD GRADE BOWLING
72057	MHS FACULTY LOUNGE, DEB HINDE	\$ 29.00	VENDING PROCEEDS
72058	MIND YOUR BUSINESS	\$ 15.41	SHIPPING
72059	MINNESOTA WEST CTC-CANBY	\$ 169.25	PSEO BOOKS
72060	MMS FACULTY LOUNGE	\$ 35.62	VENDING PROCEEDS
72061	MOLDE'S ELECTRIC & MECHANICAL II	\$ 160.00	WIRE REMOVAL
72062	MONTE HARDWARE HANK	\$ 2,235.50	PAINT/CUSTODIAL SUPPLIES
72063	MONTEVIDEO MARKET	\$ 793.37	FACS SUPPLIES
72064	MORNING SKY GREENERY	\$ 685.21	NATIVE CLASS SUPPLIES
72065	MUD HOLE CUSTOM TACKLE, INC	\$ 39.70	CLASSROOM SUPPLIES
72066	MUSIC STREET INC	\$ 197.00	BAND REPAIRS
72067	OFFICE OF MNIT SERVICES	\$ 58.67	COMPUTING SERVICES
72068	O'REILLY AUTOMOTIVE, INC	\$ 9.99	CUSTODIAL SUPPLIES
72069	PETTY CASH FUND	\$ 3,730.06	PETTY CASH REIMBURSEMENTS
72070	PIONEER	\$ 240.07	FIELD CHALK
72071	PREMIER LIFT PRODUCTS INC	\$ 550.00	LIFT MAINT & TESTING
72072	RA MORTON CONSTRUCTION MANAC	\$ 20,000.00	2026A PRE-REFERENDUM/CONSTRUCTION SVCS

MONTEVIDEO PUBLIC SCHOOLS

YEAR END WARRANTS

JUNE 29, 2026

72073	READING & MATH, INC	\$	4,000.00	MATH COPRS SITE FEE
72074	REGION 3A	\$	865.00	SECTION BASEBALL GATE
72075	RIVER VALLEY REPAIR & SALES	\$	249.20	GATOR REPAIRS
72076	SCHOOL SPECIALTY - NASCO	\$	95.44	SCHOOL SUPPLIES
72077	SCHWIETERS FORD	\$	675.88	TRUCK REPAIR/OIL CHANGE
72078	STAR GROUP, LLC	\$	36.14	CUSTODIAL SUPPLIES
72079	SWENSON REPAIR	\$	159.28	VAN REPAIRS
72080	T-MOBILE	\$	178.50	BUS ACCESS POINTS
72081	TOSTENSON LANDFILL	\$	4,407.97	GARBAGE SERVICES
72082	TRANE US INC	\$	9,427.02	HVAC CONTROLS
72083	TREVIPAY	\$	657.59	MISC SUPPLIES
72084	VFW AUXILIARY	\$	684.00	SENIOR ATHLETIC BANQUET
72085	VOYAGER SOPRIS INC	\$	5,021.50	TITLE I SUPPLIES
72086	WILLMAR BUS SERVICE	\$	2,600.00	BASEBALL & TRACK BUSES
72087	XCEL ENERGY	\$	31,292.72	ELECTRIC BILLINGS
9000000297	BAUMAN, JOCELYN A	\$	27.55	MILEAGE
9000000298	BROWN, ELIZABETH C	\$	453.94	NATIVE CLASS SUPPLIES
9000000299	FOLEY, ROBERT DANIEL	\$	135.00	ED PUZZLE REIMBURSEMENT
9000000300	GATCHELL, JODY A	\$	155.15	MILEAGE
9000000301	GOPHER STATE ONE CALL	\$	5.40	LOCATING SERVICES
9000000302	HAWKINS INC	\$	20.00	POOL CHEMICALS
9000000303	KETELSEN, TERESA	\$	328.44	TARGETED SVCS SUPPLIES
9000000304	KNUTSON, TAYLOR JOY	\$	98.79	PRACTICE GOLF ROUNDS
9000000305	MAETHNER, TANYA LEA NELSON	\$	2,041.60	CELL PHONE/MILEAGE REIMBURSEMENTS
9000000306	RICHARD, ILENE KAY	\$	28.27	MILEAGE
9000000307	RIETVELD, TODD J	\$	89.00	STATE TRACK EXPENSES
9000000308	SIEBERT, KATELYN M	\$	294.93	SWING CHOIR REIMBURSEMENTS
9000000309	SKJVELAND, JAMIE S	\$	23.11	WORKSHOP SUPPLIES
9000000310	ZAMORA, FERNANDO, JR	\$	58.00	GAMMA MILEAGE

TOTAL MONTEVIDEO WARRANTS \$ 342,516.09

MINNESOTA RIVER VALLEY EDUCATION DISTRICT WARRANTS

72002	JENNY BLOEDOW	\$	79.75	ABE MILEAGE
72003	CENTURYLINK-AZ	\$	124.08	ILP PHONE
72004	CITY OF MONTEVIDEO	\$	362.75	UTILITIES
72005	JOAN N FOLEY	\$	138.55	ILP MILEAGE
72006	FREEMAN PLUMBING LLC	\$	1,126.00	SINK & URINAL REPAIRS
72007	GREAT PLAINS NATURAL GAS	\$	122.17	NATURAL GAS
72008	KAREN HARTKE	\$	862.70	LITERACY SUPPORT
72009	HILLYARD FLOOR CARE SUPPLY	\$	274.77	CUSTODIAL SUPPLIES
72010	DANIEL J HOVLAND	\$	619.15	MILEAGE REIMBURSEMENT
72011	ISD #2167-LAKEVIEW	\$	1,094.24	READ ACT TRAINING
72012	DEANNA LYNN JOHNSON	\$	155.59	ABE EXPENSES
72013	GEORGETTE KAUTZ JONES	\$	200.00	TAC RETREAT
72014	KIM LIPPERT	\$	53.65	MILEAGE REIMBURSEMENT
72015	SHAWNN MARTIN	\$	513.94	HOTEL & MILEAGE REIMBURSEMENT
72016	BARBARA SCHWARZ	\$	47.85	ABE MILEAGE
72017	LAWRENCE D SMITH	\$	105.13	ILP MILEAGE
72018	SW/WC SERVICE COOPERATIVE	\$	510.00	CTE COURSE
72019	ANN THOMPSON	\$	21.75	MILEAGE REIMBURSEMENT
72020	JENNIFER L VAN EPS	\$	40.60	ABE MILEAGE
72021	VISA	\$	2,221.46	MISC EXPENSES

MONTEVIDEO PUBLIC SCHOOLS

YEAR END WARRANTS

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72022 WEBLAUNCHPAD, LLC	\$	1,000.00	RSCHEDULER SITE
72023 XCEL ENERGY	\$	852.76	ELECTRICAL SERVICE

TOTAL MRVED WARRANTS \$ 10,526.89

TOTAL EXPENDITURES BY FUND

GENERAL FUND	\$	108,483.77
FOOD SERVICE	\$	1,275.95
COMMUNITY SERVICES	\$	3,676.33
CAPITAL EXPENDITURE	\$	37,354.77
BUILDING CONSTRUCTION	\$	189,240.00
DEBT REDEMPTION	\$	-
STUDENT ACTIVIES	\$	2,047.03
MINN RIVER VALLEY ED DIST	\$	9,756.17
MRVED COMMUNITY EDUCATION	\$	1,208.96
TOTAL BY FUND	\$	353,042.98

MAY 2025 WIRES / CASH TRANSFERS

6/9/2026 TRANSFER FROM PMA TO OLD NATIONAL	\$	400,000.00	BILLS
6/12/2026 TRANSFER FROM PMA TO MINNWEST	\$	760,000.00	PAYROLL
6/18/2026 TRANSFER FROM PMA TO OLD NATIONAL	\$	200,000.00	BILLS
6/29/2026 TRANSFER FROM PMA TO MINNWEST	\$	620,000.00	PAYROLL
6/30/2026 TRANSFER FROM 2026A TO PMA	\$	189,240.00	2026A CONSTRUCTION PAYMENTS
6/30/2026 TRANSFER FROM PMA TO OLD NATIONAL	\$	360,000.00	BILLS/PAYROLL
7/1/2026 TRANSFER FROM PMA TO OLD NATIONAL	\$	200,000.00	BILLS

JUNE 2026 MANUAL CHECKS

71871 CITY OF MONTEVIDEO UTILITIES	\$	4,345.47	CITY UTILITY BILLINGS
71872 PETTY CASH FUND	\$	7,034.55	PETTY CASH REIMBURSEMENTS
71873 XCEL ENERGY	\$	3,547.23	ELECTRICAL SERVICE
71981 MONTEVIDEO SERVICE ORGANIZATION	\$	76,173.79	MSO PAYMENT
71988 4.0 SCHOOL SERVICES INC	\$	82,749.60	MAY TRANSPORTATION SERVICES
71989 CHARTER COMMUNICATIONS	\$	84.84	PHONE/INTERNET
71990 GREAT PLAINS NATURAL GAS	\$	6,370.49	NATURAL GAS BILLING
71991 TREVIPAY	\$	164.18	MISC SUPPLIES
71992 VERIZON WIRELESS	\$	784.71	WIRELESS PHONE CHARGES
71574 METLIFE	\$	(7,883.85)	PAYROLL ACCRUAL VOID
71993 METLIFE	\$	7,803.41	PAYROLL ACCRUAL RE-ISSUE
71994 COUNTRYSIDE PUBLIC HEALTH	\$	2,462.00	KITCHEN/POOL LICENSE RENEWALS

TOTAL JUNE 2026 MANUAL CHECKS \$ 183,636.42

JUNE 2025 PAYROLL DEDUCT CHECKS/EFT PMTS

US TREAS	US TREASURY	\$	151,335.19	FEDERAL PAYROLL TAX
US TREAS	US TREASURY	\$	126,500.55	FEDERAL PAYROLL TAX
MN REV	MN DEPARTMENT OF REVENUE	\$	24,221.24	STATE WITHHOLDING
MN REV	MN DEPARTMENT OF REVENUE	\$	20,464.21	STATE WITHHOLDING
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSO	\$	85,842.98	TRA EFT
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSO	\$	78,050.89	TRA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSC	\$	25,737.63	PERA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSC	\$	15,847.43	PERA EFT
UHC	UNITED HEALTHCARE	\$	180,445.00	HEALTH EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	\$	30,947.05	PAYROLL 403(B) EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	\$	30,748.61	PAYROLL 403(B) EFT
71982	AFSCME COUNCIL 65	\$	503.37	PAYROLL ACCRUAL
71983	ISD #129 - MONTEVIDEO	\$	3,481.55	PAYROLL ACCRUAL

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71984 MESSERLI & KRAMER	\$	41.65	PAYROLL ACCRUAL
71985 MN CHILD SUPPORT PAYMENT CTR	\$	549.00	PAYROLL ACCRUAL
71986 MONTEVIDEO AREA COMMUNITY FOUNDATI	\$	236.50	PAYROLL ACCRUAL
71987 VSP INSURANCE CO	\$	1,510.20	PAYROLL ACCRUAL
71995 AFSCME COUNCIL 65	\$	401.88	PAYROLL ACCRUAL
71996 AVIBEN	\$	172.90	PAYROLL ACCRUAL
71997 ISD #129 - MONTEVIDEO	\$	2,812.08	PAYROLL ACCRUAL
71998 MADISON NATIONAL LIFE INS	\$	16,882.23	PAYROLL ACCRUAL
71999 NCPERS GROUP LIFE INS	\$	48.00	PAYROLL ACCRUAL
72000 MONTEVIDEO AREA COMMUNITY FOUNDATI	\$	231.50	PAYROLL ACCRUAL
72001 VSP INSURANCE CO	\$	1,606.08	PAYROLL ACCRUAL

TOTAL PAYROLL CHECKS/EFTS

\$ 798,617.72

JUNE 2026 PETTY CASH DISBURSEMENTS

6/4/2026 Bold Public Schools	\$	250.00	Girls BBall Entry Fee
6/10/2026 Dirksen, Glenn	\$	100.00	BBB Official 6/10/26
6/10/2026 Gil, Mike	\$	500.00	Flood of Jazz guest clinician
6/4/2026 Hendrickson, Kurt	\$	324.00	Spring 2026 MSO
6/23/2026 Imes, Mike	\$	400.00	Summer Girls BB League Officials
6/4/2026 Janke, Paul & Jodi	\$	105.00	Track participation refund
6/10/2026 Kilibarda, Mark	\$	50.00	BBB Official 6/10/26
6/4/2026 Kinman, Shantel	\$	180.00	Spring 2026 MSO
6/10/2026 Koenen, Matt	\$	100.00	BBB Official 6/10/26
6/10/2026 Kolhei, Chrys	\$	10.00	Finger print fee
6/4/2026 Lynner, Carson	\$	144.00	Spring 2026 MSO
6/4/2026 MAAE	\$	537.00	Registration - M. Miner
6/4/2026 Olson, Landon	\$	234.00	Spring 2026 MSO
6/4/2026 Pederson, Dalton	\$	72.00	Spring 2026 MSO
6/4/2026 PELSB	\$	89.00	Short call sub license - C Kolhei
6/4/2026 Reeves, Tom	\$	72.00	Spring 2026 MSO
6/4/2026 SpeechWire Tournament Services	\$	210.00	Inv. 13126
6/4/2026 Swenson, Dan	\$	279.00	Spring 2026 MSO
6/4/2026 Thompson, Jamey	\$	36.00	Spring 2026 MSO
6/18/2026 Villalta Granados, Marcia	\$	38.06	Refund of 1st half of June Dental premium
6/10/2026 Wellness For Living	\$	250.00	Little Einstein's
6/30/2026 Adjustments for Voids	\$	(250.00)	FY26 Voids

PETTY CASH TOTAL \$ 3,730.06

NEED APPROVAL FOR JULY 2026 DISBURSEMENT

ACUITY SPECIALY PRODUCTS, INC	\$	6,116.15	CUSTODIAL SUPPLIES
APPTEGY, INC	\$	11,452.04	THRILLSHARE MEDIA SUBSCRIPTION
BOND TRUST SERVICE CORPORATION	\$	67,125.00	INTEREST ON GO CAPITAL FACILITIES BONDS
BOND TRUST SERVICE CORPORATION	\$	475.00	PAYING AGENT FEE
FOLLETT SCHOOL SOLUTIONS, LLC	\$	3,711.36	26-27 DESTINY RENEWAL
FRONTLINE TECHNOLOGIES GROUP LLC	\$	20,881.01	26-27 FRONTLINE MODULES RENEWAL
GRUVY EDUCATION LLC	\$	4,975.00	AI EDUCATION TRAINING
JMC COMPUTER SERVICE INC	\$	23,571.64	SOFTWARE LICENSES
MN ASSOC OF SCHOOL ADMINISTRATORS	\$	1,814.00	26-27 MEMBERSHIP FEES
MN ASSOC OF SECONDARY SCHOOL PRINC	\$	890.00	26-27 MEMBERSHIP FEES

MONTEVIDEO PUBLIC SCHOOLS

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MN DEPT OF HEALTH	\$	250.00	HOSPITALITY FEES
MREA	\$	2,500.00	26-27 MEMBERSHIP FEE
MINNESOTA SCHOOL BOARD ASOSC	\$	9,754.00	POLICY SERVICES/MEMBERSHIPS
NATL ASSOC OF SECONDARY SCHOOL PRII	\$	385.00	26-27 MEMBERSHIP FEES
SCOREVISION, LLC	\$	6,000.00	SOFTWARE SUBSCRIPTION
SKYWARD	\$	15,919.00	SOFTWARE LICENSES
TIMECLOCK PLUS, LLC	\$	9,000.00	SOFTWARE LICENSES
USI INSURANCE SERVICES, LLC	\$	12,030.00	RISK MANAGEMENT FEES
ALBERTSON, LAUREN	\$	2,000.00	2026 SCHOLARSHIP AWARDS
ALBRECHT, AVERY	\$	2,800.00	2026 SCHOLARSHIP AWARDS
AUGESON, GABRIELLE	\$	4,500.00	2026 SCHOLARSHIP AWARDS
BAHL, JADE	\$	500.00	2026 SCHOLARSHIP AWARDS
BAUKOL, NELS	\$	5,100.00	2026 SCHOLARSHIP AWARDS
BIRHANZL, EMMARY	\$	12,150.00	2026 SCHOLARSHIP AWARDS
BISHOP, TERE-KA	\$	2,500.00	2026 SCHOLARSHIP AWARDS
BJORNSTAD, MYLER	\$	1,250.00	2026 SCHOLARSHIP AWARDS
BLOMMEL, MASON	\$	1,500.00	2026 SCHOLARSHIP AWARDS
BOLING, KENDALL	\$	1,700.00	2026 SCHOLARSHIP AWARDS
BUSEMAN, DANICA	\$	500.00	2026 SCHOLARSHIP AWARDS
CHACON, JOSTIN	\$	800.00	2026 SCHOLARSHIP AWARDS
CHRISTENSON, TOSTEN	\$	5,300.00	2026 SCHOLARSHIP AWARDS
CHRISTOPHER, NOLAN	\$	1,050.00	2026 SCHOLARSHIP AWARDS
COOK, JORDAN	\$	1,850.00	2026 SCHOLARSHIP AWARDS
DACK, BRODY	\$	1,150.00	2026 SCHOLARSHIP AWARDS
DACK, PEYTON	\$	3,000.00	2026 SCHOLARSHIP AWARDS
DEHNE, BENJAMIN	\$	2,000.00	2026 SCHOLARSHIP AWARDS
DIEKMANN, KATHERINE	\$	2,000.00	2026 SCHOLARSHIP AWARDS
ESPARZA, NELLY	\$	250.00	2026 SCHOLARSHIP AWARDS
EVENSON, KEENE	\$	2,800.00	2026 SCHOLARSHIP AWARDS
FITZKAPPES, JUNIA	\$	17,100.00	2026 SCHOLARSHIP AWARDS
FULTZ, AVRIELLE	\$	4,000.00	2026 SCHOLARSHIP AWARDS
GUNLOGSON, BENJAMIN	\$	2,450.00	2026 SCHOLARSHIP AWARDS
JAKOBS, ETHAN	\$	1,650.00	2026 SCHOLARSHIP AWARDS
JERVE, ADDISON	\$	7,000.00	2026 SCHOLARSHIP AWARDS
JOHNSON, BRAYDEN	\$	1,350.00	2026 SCHOLARSHIP AWARDS
JOHNSON, KYLIEANN	\$	3,050.00	2026 SCHOLARSHIP AWARDS
JOHNSON, MASON	\$	1,000.00	2026 SCHOLARSHIP AWARDS
KILIBARDA, LANDON	\$	4,000.00	2026 SCHOLARSHIP AWARDS
KLAASSEN, ASHLEY	\$	3,500.00	2026 SCHOLARSHIP AWARDS
KLING, MACEY	\$	1,000.00	2026 SCHOLARSHIP AWARDS
KOENEN, JACKSON	\$	2,250.00	2026 SCHOLARSHIP AWARDS
KOOSMANN, BRENDAN	\$	4,850.00	2026 SCHOLARSHIP AWARDS
KWILINSKI, NOLAN	\$	800.00	2026 SCHOLARSHIP AWARDS
LUDWIG, VIOLET	\$	1,000.00	2026 SCHOLARSHIP AWARDS
MEDINA RIVERA, GABRIEL	\$	3,250.00	2026 SCHOLARSHIP AWARDS
MUENCHOW, RYLEE	\$	500.00	2026 SCHOLARSHIP AWARDS
MUNOZ, BRANDON	\$	250.00	2026 SCHOLARSHIP AWARDS
NELSON, GILLIAN	\$	2,000.00	2026 SCHOLARSHIP AWARDS
NORBY, JESSA	\$	3,650.00	2026 SCHOLARSHIP AWARDS
NORBY, TY	\$	1,000.00	2026 SCHOLARSHIP AWARDS
NUNEZ, DENIS	\$	3,500.00	2026 SCHOLARSHIP AWARDS
OCHOA, ARIADNA	\$	1,000.00	2026 SCHOLARSHIP AWARDS
O'MALLEY, ELIZABETH	\$	2,300.00	2026 SCHOLARSHIP AWARDS
PAULING, ADDISON	\$	3,000.00	2026 SCHOLARSHIP AWARDS
PEDERSON, BROOKLYN	\$	2,050.00	2026 SCHOLARSHIP AWARDS
POPPE, GARRETT	\$	2,300.00	2026 SCHOLARSHIP AWARDS
RAYMO, ADELYN	\$	7,650.00	2026 SCHOLARSHIP AWARDS
RHODE, BRYAN	\$	2,000.00	2026 SCHOLARSHIP AWARDS
RITTEL, DESTINY	\$	850.00	2026 SCHOLARSHIP AWARDS

**MONTEVIDEO PUBLIC SCHOOLS
YEAR END WARRANTS
JUNE 29, 2026**

RITTEL, HOPE	\$	100.00	2026 SCHOLARSHIP AWARDS
RUD, GABRIELLA	\$	200.00	2026 SCHOLARSHIP AWARDS
SCHMIDT, ALEXANDER	\$	250.00	2026 SCHOLARSHIP AWARDS
SCHMIDT, LEIGHTON	\$	4,200.00	2026 SCHOLARSHIP AWARDS
SCHROEDER, CAMDEN	\$	4,200.00	2026 SCHOLARSHIP AWARDS
SCHULTZ, TEAGAN	\$	2,000.00	2026 SCHOLARSHIP AWARDS
SCHWENDEMANN, EMMA	\$	2,100.00	2026 SCHOLARSHIP AWARDS
SEEMAN, JAMES	\$	7,750.00	2026 SCHOLARSHIP AWARDS
SIEWERT, KIETH	\$	4,000.00	2026 SCHOLARSHIP AWARDS
SMITH, ALEXIS	\$	800.00	2026 SCHOLARSHIP AWARDS
URIAS, JOSE	\$	500.00	2026 SCHOLARSHIP AWARDS
VIEN, OWEN	\$	1,000.00	2026 SCHOLARSHIP AWARDS
VORVICK, MAXX	\$	1,250.00	2026 SCHOLARSHIP AWARDS
WILLIAMS, ANDREW	\$	500.00	2026 SCHOLARSHIP AWARDS
WILLIAMSON, SHELBY	\$	1,000.00	2026 SCHOLARSHIP AWARDS
WINTER, CALEB	\$	1,000.00	2026 SCHOLARSHIP AWARDS
ZEIDLER, CALLI	\$	1,000.00	2026 SCHOLARSHIP AWARDS
MARTINEZ, STEPHANIE	\$	1,000.00	2026 RENEWAL SCHOLARSHIPS
BAHL, LILLIE	\$	1,000.00	2026 RENEWAL SCHOLARSHIPS
ESPARZA, ALAN	\$	1,000.00	2026 RENEWAL SCHOLARSHIPS
VAN BINSBERGEN, MADISON	\$	500.00	2026 RENEWAL SCHOLARSHIPS
BIRDSALL, LILIANA	\$	500.00	2026 RENEWAL SCHOLARSHIPS
PICHT, MADISON	\$	500.00	2026 RENEWAL SCHOLARSHIPS
PHILAYA, THOMAS	\$	500.00	2026 RENEWAL SCHOLARSHIPS
OLSON, LOGAN	\$	500.00	2026 RENEWAL SCHOLARSHIPS
WINTER, JONAH	\$	500.00	2026 RENEWAL SCHOLARSHIPS
ANDREWS, BRADY	\$	500.00	2026 RENEWAL SCHOLARSHIPS
TOTAL OF FY 2026-2027 PAYMENTS	\$	387,659.32	



School Board Meeting Dates 2026 - 2027

August 10, 2026

September 14, 2026

October 12, 2026

November 9, 2026

December 14, 2026

January 11, 2027

February 8, 2027

March 8, 2027

April 12, 2027

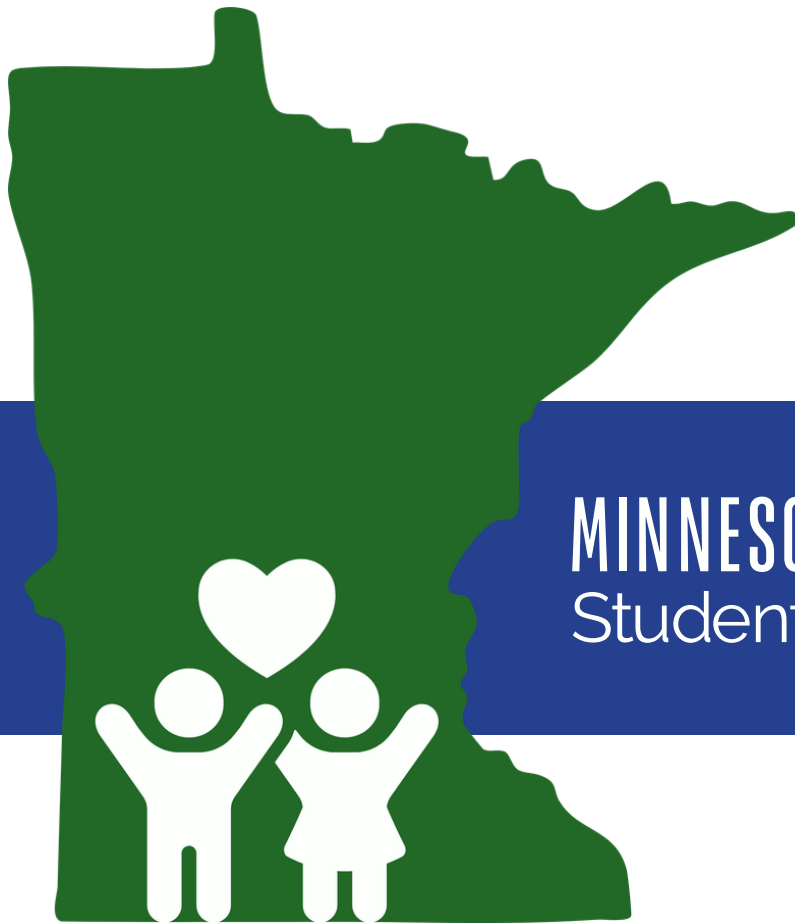
May 10, 2027

June 14, 2027

June 28, 2027

A LEGACY FOR MINNESOTA'S PUBLIC SCHOOLS

Learn more about this fall's proposed constitutional amendment - modernizing how Minnesota's permanent school trust supports students, schools, and communities.



MINNESOTA'S PERMANENT SCHOOL FUND
Students First. Improve the Trust.



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Administrators, and the Minnesota Rural Education Association.

Sources: Association of Metropolitan School Districts (Permanent School Fund: A New
Constitutional Amendment Would Increase Funding for Schools, May 2026); Minnesota Office
of School Trust Lands; Minnesota Department of Natural Resources; Permanent School Fund:
Distribution of Endowment Fund Earnings Task Force Report (January 2026).

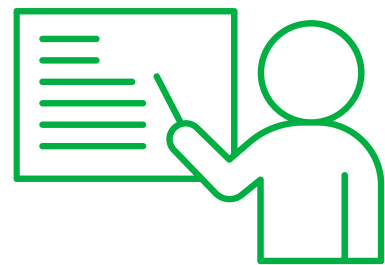


Key Issue

This fall, Minnesota voters will be asked to update our state's constitution by voting on an amendment to modernize how **Minnesota's Permanent School Fund (PSF)** distributes revenue to public schools.

Education leaders are among the most trusted sources of information in their communities. School board members, superintendents, administrators, and communications professionals will likely receive questions about the amendment and its potential impact on local schools.

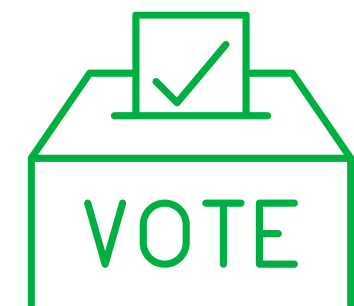
EDUCATION LEADERS



EDUCATE COMMUNITIES



YES VOTES



What is the Permanent School Fund?

Sustained by Minnesota's Natural Wealth

Minnesota's Permanent School Fund (PSF) is one of the oldest sources of funding for public education in our state.

Constitutionally established in 1858 when public lands were set aside specifically to support public education, Minnesota's Permanent School Fund (PSF) is built upon proceeds from public lands. Rather than a one-time spending account, it acts as a permanent endowment, continually generating revenue from Minnesota's natural resources.

1858

DATING BACK TO STATEHOOD

Constitutionally established trust fund created when public lands were set aside specifically to support public education.

WHO MANAGES THE LANDS AND FUND?

Several state agencies work together to manage the Permanent School Fund.

MN Department of Natural Resources

Manages school trust lands and generates revenue from those lands.

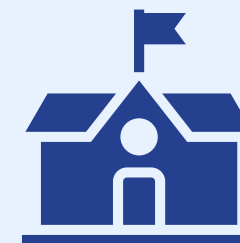
State Board of Investment

Invests the assets of the Permanent School Fund.

Permanent School Fund:
lands and trust

MN Department of Education

Distributes annual payments to public school districts and charter schools.



Together, these entities help ensure the trust remains productive while supporting Minnesota students.

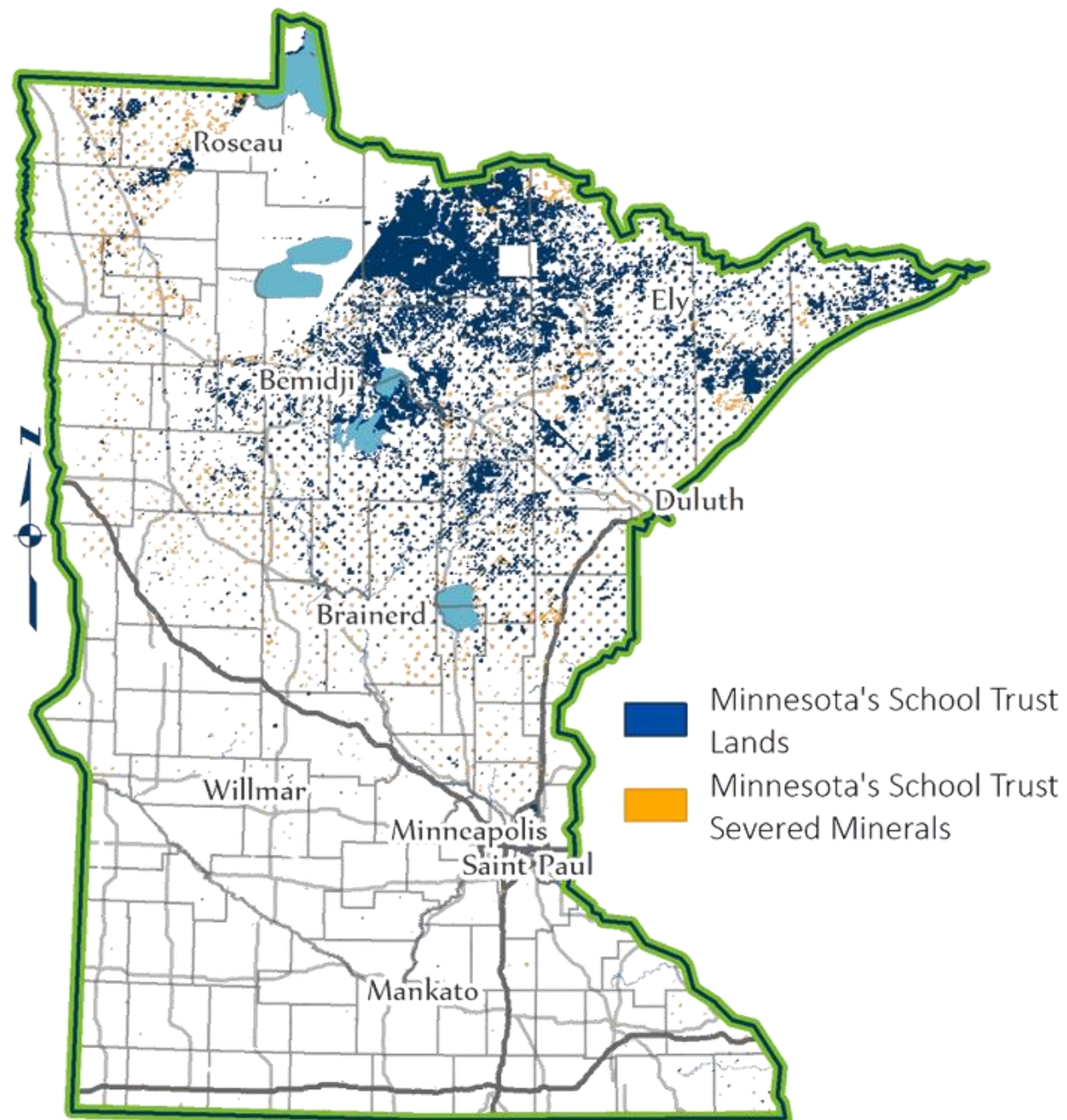
\$2.3B

CURRENT FUND VALUE

A massive, growing financial asset managed by the Minnesota State Board of Investment.



Where are the school trust lands?



- 92% of trust lands are located in 10 northern Minnesota counties due to state sale of most southern trust lands during the 1800s to promote agriculture.
- Lands include forests, grasslands, farmlands used for grazing and crop production, construction aggregate, and mineral production.
- A significant portion of current trust lands are wetlands that are low-lying and inaccessible.



The Limits of the Current System

Despite the fund growing to over \$2.3 billion, the way money is distributed to school districts is tightly restricted by historical rules inside the Minnesota Constitution. These rules have not evolved with modern accounting and trust distribution practices and are inhibiting disbursements to Minnesota's public schools.

① "INTEREST & DIVIDENDS" RESTRICTION

The trust lands are managed by the DNR, while the accumulated funding capital is invested in diversified portfolios by the State Board of Investment (SBI).

② UNPREDICTABLE ANNUAL FUNDING

Interest and dividend income is highly volatile and fluctuates year-to-year based on market yields, leaving school districts unable to predict or rely on stable funding distributions for budget planning.

THE MODEST RESULT TODAY

Despite the multi-billion-dollar size of the asset, current constitutional rules suppress distributions to Minnesota public schools:

\$58M

TOTAL STATEWIDE ANNUAL PAYOUT

\$58

AVERAGE ANNUAL PER PUPIL PAYOUT



The Proposed Amendment

Key 2026 Legislative Actions

The proposed changes are built on robust, bipartisan policy recommendations designed to better leverage public assets for Minnesota education.

A BIPARTISAN SOLUTION

Based directly on findings from a nonpartisan legislative task force convened in 2024. The task force concluded the current constitutional formula severely limits the fund's overall impact and distribution potential.

BIPARTISAN HOUSE FILE 3900 / SF3593

Passed overwhelmingly in the 2026 Minnesota Legislative Session to put the question directly to state voters on the November ballot.

Shift to Modern Endowment Model

CURRENT METHOD

Yield Only

Distributes interest and dividends only (historically roughly 2.5% of average market value).

UPDATED METHOD

4.5% POMV

Distributes exactly 4.5% based on a rolling three-year average of the fund's total market value.



What Differs?

The purpose of the fund remains exactly the same: supporting Minnesota's public school students. Only the method of distribution changes.

WHAT DIFFERS

Current

2-2.5% annual distribution

Interests and dividends only

Around \$58 per pupil per school district

Proposed

Estimated 4.5% annual distribution

Includes full market value

Approximately 40% increase per pupil per school district

FUNDING ALMOST DOUBLES

By establishing a modern payout percentage, the annual school trust land revenue delivered directly to public schools **could nearly double in the near term.**



\$58

CURRENT AVERAGE ANNUAL PER PUPIL PAYOUT



\$81

ESTIMATED AVERAGE ANNUAL PER PUPIL PAYOUT IF AMENDMENT PASSES

This recommended change preserves the fund balance for future generations of public school students and increases distributions for current students.



Why This Matters for Minnesota

NO NEW INDIVIDUAL OR PROPERTY TAXES

Unlike typical education funding increases that rely on local property tax referendums or income tax hikes, this constitutional amendment does not raise taxes.

It simply unlocks and better leverages a substantial, existing state asset that has been constitutionally dedicated to public schools since 1858.



RELIEF FOR STRAINED BUDGETS

School districts across Minnesota are under increasing financial strain, with many projecting budget shortfalls. Nearly doubling the annual fund payments provides a source of fiscal relief.



STABLE AND PREDICTABLE PLANNING

The rolling average formula smooths out market fluctuations. Schools can predict exact fund payouts years in advance, allowing for confident, long-term staffing and program investments.



ALIGNMENT WITH MODERN BEST PRACTICES

Overwhelmingly, large university endowments and foundations manage assets with the Percent of Market Value (POMV) method. It ensures the purchasing power of the trust is preserved over generations while maximizing current payouts.



The Proposed Ballot Question

OFFICIAL BALLOT LANGUAGE

“Shall the Minnesota Constitution be amended to increase the funding going to all school districts from the permanent school fund, which is a fund that supports school districts without raising individual income or property taxes, effective July 1, 2027?”



CRITICAL VOTING RULE

LEAVING THE BALLOT QUESTION BLANK IS A “NO” VOTE

In Minnesota, constitutional amendments require a **majority of all voters casting ballots in that election** to pass.

If a voter skips this question on their ballot, but votes for other races, it is counted as a “No” vote. Active voter education on this rule is vital.



The Path to Execution and Impact



PHASE 1: COMPLETED

Legislative Approval

The 2026 Legislature approved putting the constitutional amendment directly on the statewide ballot (HF3900 / SF3593).



PHASE 2: UPCOMING (EARLY VOTING STARTS SEPTEMBER 18)

Voter Approval at General Election

Minnesota voters choose “Yes” or “No” on the ballot. Active voter turnout and understanding of the ballot rules are essential for passage.



PHASE 3: IMPLEMENTATION

Constitutional Transition (July 1, 2027)

If approved by voters, the state transitions to the 4.5% POMV calculation, nearly doubling predictable revenue flow starting the following school fiscal year.



Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. 2025~~2024~~

(Nov.)

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

[NOTE: The 2024 Minnesota legislature enacted this change. Paragraphs B and C are flipped to create alphabetical order.]

- 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. ASSESSMENT GRADUATION REQUIREMENTS

A. Graduation Requirements

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

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (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.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

[NOTE: Minnesota Statutes 120B.303 includes the reference to paragraph (k) found in subparagraph 1. above. This statute no longer has a paragraph (k). MSBA has informed the Minnesota Revisor's Office, which replied that it will seek correction during the 2025 legislative session.]

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, ~~124F.08D-49~~, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]

- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

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

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

[NOTE: This revision includes the 2024 change on implementation of the government and citizenship requirement to the 2025-26 school year.]

5. One credit in the arts sufficient to satisfy all of the academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education; and
7. A minimum of seven elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]

B. Credit Equivalencies

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

[Note: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature. 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 Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through

Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (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 620

Orig. 1998

Revised: _____

Rev. 2025

620 CREDIT FOR LEARNING

[NOTE: School districts statutorily are required to provide students with credit for approved postsecondary courses, as set forth in Section V.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year,

liberal arts, degree-granting college or university located in Minnesota.

- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
- 2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with

the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

[NOTE: Because the 2024 Minnesota legislature amended the last two sentences, MSBA decided to add this language to this model policy.]

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

[NOTE: The 2024 Minnesota legislature enacted this provision.]

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (87), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or

advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

[NOTE: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies. A school board must adopt an identical policy regarding weighted grade point averages for credits earned via postsecondary coursework as it gives to credits earned via concurrent enrollment coursework.]

- A. The school district does not offer weighted grades.

[or]

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]

1. A grade awarded in an Advanced Placement course will be multiplied by a factor of ____ (i.e., 1.07).
2. A grade awarded in an Honors course will be multiplied by a factor of ____.
3. A grade awarded in a College In the Schools course will be multiplied by a factor of ____.
4. A grade awarded in a course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of ____.
5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of ____.

- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student’s parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student’s parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal’s decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student’s parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district’s decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)

Adopted: _____

MSBA/MASA Model Policy 621

Orig. 2023

Revised: _____

Rev. 2025

621 LITERACY AND THE READ ACT

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

[NOTE: The 2024 Minnesota legislature renumbered the Read Act statutes to 120B.118 and 120B.119.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

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

method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved ~~evidence-based~~ reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, ~~at least biannually~~ after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and must give the parent of each student who is not reading at or above grade level ~~timely~~ information from the screener about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool

approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and ~~oral-expressive or receptive language mastery~~. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.

- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;
2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who ~~do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, are not reading at grade level~~ must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE ~~for characteristics of dyslexia~~ and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

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

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that

strengthen students' cultural connections.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
 7. a statement of whether the school district has adopted an MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;

- b. students who demonstrate characteristics of dyslexia; and
- c. students in grades 4 to 12 who are identified as not reading at grade level;~~;~~ ~~and~~

9. the number of teachers and other staff that have completed training approved by the department;

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and

13. beginning on December 31, 2025, for a district with a dual language immersion program:

a. the program's partner language;

b. grade levels included in the program;

c. the language used to screen students' foundational reading skills;

d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner ~~beginning June 15, 2024.~~

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. ~~Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5.~~ The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026: ~~to:~~

- 1. reading intervention teachers working with students in kindergarten through grade 12;
- 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 4. curriculum directors;
 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher; who provide reading instruction; and
 6. employees who select literacy instructional materials for a district; and
 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 2. teachers who provide instruction to students in a state-approved alternative program; and
 3. teachers who provide instruction to students in dual language immersion programs.
- ~~all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner may grant a school district an extension to these deadlines.~~
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness,

phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

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

X. LITERACY ~~INCENTIVE-AID USES~~

The school district must use its literacy ~~incentive aid to support implementation of evidence-based reading instruction meet the requirements and goals adopted in the school district's local literacy plan.~~ The following are eligible uses of literacy incentive aid:

- ~~1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;~~
- ~~2. evidence-based training using a training program approved by MDE;~~
- ~~3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.119;~~

- ~~4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.~~

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 124D.98 to enact these changes.]

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2023

Revised: _____

Rev. 2025

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.05, subdivision 8, or chapter 124E.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, a state-operated school, 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 sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.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;
 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; and
 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

[NOTE: The 2024 Minnesota legislature added this provision.]

- 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. 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 707

Orig. 1995

Revised: _____

Rev. 2025

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[NOTE: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes, section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes, section 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

[NOTE: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school

districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week (Minnesota Statutes, section 124D.03, subdivision 8).
- B. Resident students shall be eligible for transportation to and from a nonresident school

district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.

- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes, section 123B.92, subdivision 1(b)(4), for a resident child with ~~a disability~~ not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with ~~a disability~~ not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.

- B. Resident students with ~~a disability whose disabling conditions 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 who are~~ 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 condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 123B.92 to remove the deleted language above.]

- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and

treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. 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.
- H. 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 Minnesota Statutes, chapter 125A.

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the

shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.

4. A homeless nonresident student enrolled under Minnesota Statutes, section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code, section 1415 (Individuals with Disabilities Act), 29 United States Code, section 794 (the Rehabilitation Act), and 42 United States Code, section 12132, (Americans with Disabilities Act) are governed by these provisions.

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes, section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use

their state mileage reimbursement to pay this fee

- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.02 (Child ~~fen~~ with a Disability Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)

Cross References:

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Adopted: _____

MSBA/MASA Model Policy 802

Orig. 1995

Revised: _____

Rev. 2025

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

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

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

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

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:
 - a. another school district;
 - b. the state department of corrections;
 - c. the board of trustees of Minnesota State Colleges and Universities;
 - d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or
 - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

I. Disposing of Surplus Books

Notwithstanding Minnesota Statutes, section 471.345, governing school district contracts made upon sealed bid or otherwise complying with the requirements for competitive

bidding, other provisions of this section governing school district contracts, or other law to the contrary, the school district may dispose of school books, including library books, books from an individual classroom library, and textbooks including other materials accompanying a textbook. The school district may dispose of surplus books by donating them to a family of a student residing in the district or a charitable organization under section 501(c)(3) of the Internal Revenue Code.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 123B.52 to add paragraph I.]

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 123B.29 (Sale at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA School Law Bulletin "F" (School District Contract and Bidding Procedures)



Renewal Term:
07/01/2026 to 07/01/2027

Montevideo ISD 129
2001 William Ave
Montevideo, MN 56265

POLICY	RENEWAL
Property:	\$196,105.77
General Liability:	\$18,617.00
Linebacker:	\$12,692.00
Cyber:	\$3,686.00
Business Auto:	\$10,034
Work Comp:	\$58,644.00
Umbrella	\$2,626.00
Inland Marine	\$181.00
Govt Crime/Fidelity Package	\$373.00
TOTAL	\$302,958.77

EMC

Agent: Tom Saue
TSaue@citizensallianceagency.com
320.269.6484

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	EMC / RAM	EMC / RAM	EMC / RAM	EMC / RAM	EMC/RAM	EMC/RAM	EMC/EMC	New Carrier	Renewal	Renewal	Renewal	EMC
Student Accident	\$ 9,055.30	\$ 9,040.50	\$ 10,378.00	\$ 10,390.00	\$ 9,801.50	\$ 8,756.00	\$ 8,756.00	\$ 8,756.00	\$ 9,791.00	\$ 9,791.00	\$ 9,791.00	\$ 9,791.00
Worker's Comp	\$ 93,506.00	\$ 86,416.00	\$ 96,980.00	\$ 81,673.00	\$ 57,698.00	\$ 52,812.00	\$ 45,195.00	\$ 42,012.00	\$ 46,654.00	\$ 56,011.00	\$ 61,650.00	\$ 58,644.00
Property & Liability	\$ 66,127.74	\$ 69,346.69	\$ 73,100.81	\$ 79,934.00	\$ 85,200.93	\$ 126,166.36	\$ 126,437.66	\$ 169,780.19	\$ 175,711.48	\$ 248,273.07	\$ 320,830.17	\$ 244,314.77
Total Premiums	\$ 168,689.04	\$ 164,803.19	\$ 180,458.81	\$ 171,997.00	\$ 152,700.43	\$ 187,734.36	\$ 180,388.66	\$ 220,548.19	\$ 232,156.48	\$ 314,075.07	\$ 392,271.17	\$ 312,749.77
	\$ 30,082	\$ (3,886)	\$ 15,656	\$ (8,462)	\$ (19,297)	\$ 35,034	\$ (7,346)	\$ 40,160	\$ 11,608	\$ 81,919	\$ 78,196	\$ (79,521)
Percentage Increases												
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Student Accident	0.00%	-0.16%	14.79%	0.12%	-5.66%	-10.67%	0.00%	0.00%	11.82%	0.00%	0.00%	0.00%
Worker's Comp	40.64%	-7.58%	12.22%	-15.78%	-29.35%	-8.47%	-14.42%	-7.04%	11.05%	20.06%	10.07%	-4.88%
Property & Liability	4.85%	4.87%	5.41%	9.35%	6.59%	48.08%	0.22%	34.28%	3.49%	41.30%	29.22%	-23.85%
Total Percentage	21.70%	-2.30%	9.50%	-4.69%	-11.22%	22.94%	-3.91%	22.26%	5.26%	35.29%	24.90%	-20.27%
<i>Experience Mod Factor</i>	1.44	1.48	1.56	1.37	0.93	0.94	0.86	0.81	0.74	0.83	0.82	0.72

Property & Liability: We put coverage out for bids through a single carrier this renewal. EMC provided a full quote for coverages. This replaces the need for a separate liability policy for the child care programs, multiple carriers for separate pieces of coverage. Total decrease from current year of coverage is over \$79,000. The renewal with current carries would have been an increase of over \$30,000.

Work Comp - Our experience mod is 0.72, which is the driving factor for premiums. The experience mod is steady and is still at a very good rate. We also work with USI for work comp claim management. This has proven to help in our closing out of claims.

	Claims	Lost Time
2013	14	46
2014	10	87
2015	16	125
*2016	5	0
2017	13	14
2018	12	19
2019	5	43
2020	5	0
2021	7	2
2022	11	1
2023	7	1
2024	10	1
2025	8	24

*First full year with MN Work Comp (USI)

