

AGENDA
BOLD BOARD OF EDUCATION REGULAR MEETING
BIRD ISLAND-OLIVIA-LAKE LILLIAN
INDEPENDENT SCHOOL DISTRICT #2534
MONDAY, JUNE 22, 2026
7:00 PM
ELEMENTARY BREAKOUT SPACE

Mission Statement: Provide all learners in the BOLD community an education designed to develop the creativity, character, confidence, and skills essential to flourish in a changing global society.

- I. Call to Order and Roll Call
Chair Peppel
- II. Pledge of Allegiance
- III. Approval of Agenda
Chair Peppel
- IV. Recognition of Visitors to the School Board
- V. Public Forum
Public Forum will be placed on the agenda for regular board meetings. During this part of each regular school board meeting time will be allowed for district constituents to address the school board. Pursuant to Policy 206 Section VI the board will make every effort to allow district constituents to speak, but may limit discussion to ensure all business is addressed for the interest of the district. This is a time of "listening" by the school board.
- VI. Consent Items
Only one motion is needed to approve all consent items. Any item that is requested to be removed from the consent agenda by a school board member will be discussed and acted on for independent consideration immediately following approval of the consent agenda.
 - **Approve Bills for Payment (Attachments)**
 - **Approve Minutes (Attachment)**
 - May 18, 2026 Work session minutes
 - May 18, 2026 Regular School Board Meeting
 - **Approve Personnel Changes (Attachment)**
- VII. Reports
 - A. **Superintendent Report**

- B. **PK-6 Principal Report**
- C. **7-12 Principal Report**
- D. **Activities Report**
- E. **Community Education Report**

- F. Food Service Director Report
Margaret Fleming

Attached is an informational update for the board relating to BOLD's Food Service. This includes informing and providing information on where the board may need to provide legislative feedback that is impacting students in the district.

- G. **Pool Report**

- H. **Facilities Report**

- I. **School Board Committee Reports**

The following advisory committees met this past month:

- **District Advisory Committee (DAC)** met on 5.27.26 (notes attached)
- **Facilities Committee** met on 6.3.26 (notes attached)
- **Finance Committee** met on 6.16.26 (notes will be added to the July General meeting reports)

The meeting minutes for May 14th finance committee meeting are also attached. These were not available in time for the May General meeting.

VIII. New Business

- A. Statement regarding board closed-door meeting held May 18, 2026
The closed session of the School board held on May 18, 2025 discussed negotiation strategies for the Teacher E/A contracts as permitted by MN Statute 13D.03. No official board action or voting took place during the closed session.
- B. A catch basin and drain line for Bird Island School to reduce seepage issues.
Chair Peppel
- C. Resolution: candidate filing period for school board elections and Notice of filing dates.
Chair Peppel
- D. Designate the Renville County Register as the 2026-2027 Official School Newspaper. (Action)
- E. Authorize Business Manager and/or Superintendent to Sign All Activity Account Contracts and Approve Blanket Coverage for the 2026-2027 school year. (Action)
- F. Approve Student Activity Fees for the 2026-2027 School Year.

Superintendent Tydlacka
 Proposed activity fees for students for SY26-27

Activity	Grades 5-8 (per student)	Senior High (per student)	Max Family out of pocket
Athletics/ Musical activity	\$85.00/	\$115.00/	
Fine Arts /Other activity	\$55.00/	\$85.00/	\$400.00 max

This reflects a \$5 per activity increase from last school year. Adding a flat max out of pocket of \$400 per family (this was \$375 for sports last year).

- G. Approve the 2026-2027 School year Theater Admission Prices. (Action)
\$8.00 for Students (K to 12) Single Ticket (was \$6 last year)
\$12.00 for Adult Single Ticket (no change from last year)
- H. Approve BOLD Local Literacy Plan for the 2026-2027 School Year.
- I. 2026-2027 Insurance Proposal
 Superintendent Tydlacka
 Approve the insurance proposal for 2026-2027 school year from North Risk Partners, which lists Property and Casualty insurance from Liberty Insurance and the Workers Comp insurance proposal for school year 2026-2027 from Amtrust. (Action)
- J. Approval of FY27 budget
- K. Discussion regarding the replacement of the Boiler Condensate Feed Tank
 Discuss the condensate tank and the need for a replacement. We will have a special meeting of the board before July 10th to select a contractor as our existing contractor quote is good until Sunday, July, 12th. We have a second contractor who should supply a quote prior to the July 10th date.
- L. Discussion regarding Olivia Large Gym floor (no vote item)
 Superintendent Tydlacka
- M. First and final reading for Policy:
 - 502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON
- N. Third and final readings for Policies;

- 203.2 Order of the Regular School Board Meeting,
- 203.5 School Board Meeting Agenda,
- 521 Student Disability Nondiscrimination,
- 521.1 Student Disability Discrimination Grievance Report Form,
- 701 Establishment and Adoption of School District Budget, and
- 807 Health and Safety Policy

Members Frank and Clouse

First and final reading of:

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

- No changes are noted in this policy.

Third and final reading of policies:

203.2, Order of the Regular School Board Meeting.

- Requires three readings as it adds a new legal reference and three new cross references. This now matches completely what our agendas for regular meetings typically look like.

Policy 203.5, School Board Meeting Agenda

- With the change in 203.2 we need to add this new policy. Currently, we do not have this policy in place, but is currently indirectly covered under 203.2. So, we need to approve this new policy to adopt with 203.2 and 203.6 being looked at this month.

Policy 521, Student Disability Nondiscrimination and 521.1 Student Disability Discrimination Grievance Report Form.

- Due to the addition of section II. C. #4 and a new legal reference. No changes to 521.1, but a review is needed for the three-year cycle.

Policy 701, Establishment and Adoption of School District Budget

- Substantial changes are suggested in Section III, hence the need for three readings.

Policy 807, Health and Safety Policy

- Requires three readings due to several deletions and additions.
- Note section IV: Chlorine was added at the April board meeting.

O. Third and final reading of Policy 503, Student Attendance

Motion was made to postpone the approval of this policy until the June regular school board meeting to provide additional time to make recommended changes by Principles Krafka and Bodin

- **Policy 503, Student Attendance.**

- This policy had substantial updates so will require 3 readings. Note B. 1. the whole section was deleted and the new listing inserted. A few of the original excused absences were retained. In section 2. b. 4 and 2. b. 5 the highlighted areas are ones that BOLD adopted at the previous update.

They can remain the same or be changed, which is an administrative decision. Changes made since second reading.

P. Second of three readings of Policy:

- 615, Testing Accommodations, Modifications, Exemptions, for IEPs, Section 504 Plans, and LEP Students.

Q. First of three readings for policies:

- 405, Veteran's Preference.
- 516.5 Overdose Medication
- 524, Internet, Technology, and Cell Phone Acceptable Use and Safety Policy.
- 618 ASSESSMENT OF STUDENT ACHIEVEMENT
- 619 STAFF DEVELOPMENT FOR STANDARDS
- 714 Fund Balances

405, Veteran's Preference.

- New policy to BOLD, will require three readings.

516.5 Overdose Medication

- Three readings required due to substantial changes. Section 3 C was moved to the end of the policy. Section 4 A shows the addition of a definition for "school site". Section G is a new addition. Section 4 3 D was highlighted as a reminder to attach guidelines and procedures to this policy once it is approved by the school board.

618 ASSESSMENT OF STUDENT ACHIEVEMENT

- New policy: This will require three readings. Admin please weigh in on this. Let the Policy Committee know if you need more time to look this over.

524, Internet, Technology, and Cell Phone Acceptable Use and Safety Policy.

- Added section (V. A. 11. on p. 4) about deepfakes and additions to Legal References.

619 STAFF DEVELOPMENT FOR STANDARDS

- This is a new policy so will require three readings. Admin please note highlighted area. Do we have a committee that addresses this?

714 Fund Balances

- New Policy for our district. Will replace existing policy 750. Revocation of policy 750 to occur when 714 is approved.

R. Resolution for Acceptance of Gifts

Chair Peppel

Approval of the Acceptance of Gifts.

S. Resolution of congratulations for students who competed in State competition.

Chair Peppel

Reading of resolution. Please add your name to move the motion as well as a name for a second as it is read.

IX. **Upcoming dates:**

July 1, 2026, Facilities Committee, District Office, 4:00PM

Week of July 5th, Special Meeting, Date and Time to be Determined, Elem Breakout Space.

July 8, 2026, Finance Committee Meeting, District Office, 4:00pm

July 27, 2026, School Board Work Session, Elem Breakout Space, 6:15PM

July 27, 2026, Regular School Board Meeting, Elem Breakout Space
7:00PM

August 24, 2026, Regular School Board Meeting, Media Center, 7:00PM

X. **Adjourn**

BOLD BOARD OF EDUCATION WORK SESSION

Monday, May 18, 2026 6:00 PM

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

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

I. Call to Order and Roll Call

Discussion: The meeting was called to order at 6:01pm.

Speaker(s): Chair Peppel

II. Approval of Agenda (action)

Action(s):

I move to approve the agenda as listed in Board Books. This motion, made by Michael Zimmerman and seconded by Brad Aaseth, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

Speaker(s): Chair Peppel

III. Recognition of Visitors to the Board Meeting

IV. Items of discussion

IV.A. FACS Classes and Staffing Coverage for SY 2026-27

IV.B. Subcommittee Discussion

IV.C. District Advisory Committee Meeting

IV.D. SY 2026-27 School Calendar Discussion

IV.E. Standing Work Sessions

IV.F. Wrap-Up and Next Steps

Discussion:

- Principal Bodine to supply cost impact associated to Perkins changes for SY26/27
- Greg to update committee document with dates for standing meetings.
- Member Clouse to establish reoccurring dates for DAC

meetings and supply to Greg.

- Greg will add bimonthly work sessions starting in July 2026. This meeting will begin 45 minutes prior to the monthly general meeting.

V. **Adjourn (action)**

Speaker (s) : Chair
Peppel

Board Secretary

BOLD BOARD OF EDUCATION REGULAR MEETING

Monday, May 18, 2026 7:00 PM

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

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

I. Call to Order and Roll Call

Speaker(s): Chair

Discussion: The meeting was called to order at 7:00 pm.

Peppel

II. Pledge of Allegiance

III. Approval of Agenda

Action(s):

I move to approve the agenda as published in the board packet. This motion, made by Brad Aaseth and seconded by Michael Zimmerman, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

IV. Recognition of Visitors to the School Board

V. Public Forum

VI. Consent Items

Action(s):

I move to approve the consent items of approving bill payments, the April 27, 2026 minutes, and personnel changes as published in the board packet. This motion, made by Dr. Todd Frank and seconded by Mary Ella Clouse, Carried.

Voting Detail:

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

Todd Sheehan: Yea
 Michael Zimmerman: Yea
Voting Summary: Yea: 7, Nay: 0

VII. Reports

VII.A. **Superintendent Report**

VII.B. **PK-6 Principal Report** **Speaker (s):** Principal Krafka

VII.C. **7-12 Principal Report** **Speaker (s):** Principal Bodin

VII.D. **Activities Report**

VII.E. **Community Education Report**

VII.F. Food Service Director Report **Speaker (s):** Margaret Fleming

VII.G. **Pool Report**

VII.H. **Facilities Report**

VII.I. **School Board Committee Reports**

VIII. New Business

VIII.A. Pat Weir, Director at IEA **Speaker (s):** Pat Weir, IEA
 Will speak to the board regarding abatement/asbestos removal with regard to our current referendum

VIII.B. Statement on April 27th closed session **Speaker (s):** Chair Peppel

VIII.C. RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION **Speaker (s):** Chair Peppel

VIII.D. Board Approval of the 2026-2027 School Calendar.
Action(s):
 I move to approve the SY26-27 School Calendar as published in the board packet. This motion, made by Brad Aaseth and seconded by Mary Ella Clouse, Carried.
Voting Detail:
 Brad Aaseth: Yea
 Sandy Benson: Yea
 Mary Ella Clouse: Yea
 Dr. Todd Frank: Yea
 Greg Peppel: Yea
 Todd Sheehan: Yea
 Michael Zimmerman: Yea
Voting Summary: Yea: 7, Nay: 0

VIII.E. Approve the 2026-2027 MSHSL Resolution for Membership.

Action(s):
 I move to approve the School Year 2026-27 MSHSL

Resolution for Membership. This motion, made by Dr. Todd Frank and seconded by Brad Aaseth, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.F. Increase the meal stipend for students and teachers participating in Minnesota State MSHSL tournaments.

Speaker (s) :
Superintendent
Tydlacka

Action(s) :

I move to approve to increase the meal stipend to \$12/meal for students and coaches participating at state MSHLS events for the 26-27 school year. This motion, made by Sandy Benson and seconded by Michael Zimmerman, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.G. Policy 503, Student Attendance third and final reading postponement until the June regular school board meeting.

Action(s) :

I move to postpone the approval of Policy 503 to the next regular board meeting on June 22nd. This motion, made by Brad Aaseth and seconded by Todd Sheehan, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.H. Final readings of Policies:

- 404-Employment Background Checks, (3 of 3 readings)

Speaker (s) : Member
Clouse and Frank

- 410 Family and Medical Leave Policy (3/3)
- 506 Student Discipline, (1 of 1 reading)
- 530 Immunizations Requirements with Forms (3/3)
- 604, Instructional Curriculum (1/1)

Action(s):

I move to approve policies 404, 410, 506, 530, 604, and 613 as published in the board packet. This motion, made by Dr. Todd Frank and seconded by Mary Ella Clouse, Carried.

Voting Detail:

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

Voting Summary: Yea: 7, Nay: 0

VIII.I. Second of three readings for Policies;

- 203.2 Order of the Regular School Board Meeting
- 203.5 School Board Meeting Agenda
- 521 Student Disability Nondiscrimination and
- 521.1 Student Disability Discrimination Grievance Report Form.
- 701 Establishment and Adoption of School District Budget, and
- 807 Health and Safety Policy

Speaker(s): Members Frank and Clouse

VIII.J. First of three readings of Policy:

- 615, Testing Accommodations, Modifications, Exemptions, for IEPs, Section 504 Plans, and LEP Students.

VIII.K. Resolution for Acceptance of Gifts

Speaker(s): Chair Peppel

IX. **Move to closed session**

Action(s):

I move that this board meeting adjourn to a closed session to discuss strategy for labor negotiations and proposals regarding the Teacher/EA contracts, as permitted by Minn. Stat. 13D.03. This motion, made by Brad Aaseth and seconded by Dr. Todd Frank, Carried.

Voting Detail:

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

Speaker(s): Chair Peppel

Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Meeting was closed at 8:32 pm.

X. **reopen general Board meeting**

Discussion: Session was reopened at 9:25 pm.

XI. **Upcoming dates:**

**May 22, 2026 Graduation Commencement, Olivia
campus large gym 7:00PM**

**June 3, 2026 Facilities Committee Meeting,
Media Center 4:00PM**

**June 10, Finance Committee Meeting, District
Office 4:00PM**

**June 22, 2026 Regular School Board Meeting,
Media Center, 7:00PM**

**July 27, 2026 Regular School Board Meeting,
Media Center, 7:00PM**

Speaker(s): Chair
Peppel

XII. **Adjourn**

Action(s):

I move to adjourn the meeting. This motion,
made by Brad Aaseth and seconded by Michael
Zimmerman, Carried.

Voting Detail:

Brad Aaseth: Yea

Sandy Benson: Yea

Mary Ella Clouse: Yea

Dr. Todd Frank: Yea

Greg Peppel: Yea

Todd Sheehan: Yea

Michael Zimmerman: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Meeting adjourned at 9:27 pm.

Board Secretary

June 22, 2026 Board Meeting

NEW HIRES:

- 1.

RESIGNATIONS/TERMINATIONS:

1. Austin Frank, JH Track Coach

LEAVES OF ABSENCES:

- 1.

.

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534
Operating Cash Balance
5/31/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Citizens Alliance Bank, Lake Lillian Branch	I S D #2534 Bold Public School	Money Market - MMDA	471224	0.70%	\$257,446.62
		Checking - Regular DDA	471160	0.00%	\$1,966.40
Home Town Bank	ISD 2534	CD Marnold Ostby Estate	209216944	2.75%	\$83,436.48
		Marnold Ostby Savings	201002552	3.03%	\$10,293.60
		Lentz Music Department	2426	3.04%	\$8,092.69
		Lentz Scholarships	2440	3.04%	\$31,422.53
		Money Market	202000939	0.25%	\$352,560.72
		IntraFi Cash for premium checking	282	3.00%	\$4,001,051.88
		Value Checking (Petty Cash)	2300846	0.00%	\$952.19
		Premium Checking	2701282	3.04%	\$1,238,191.35
F&M Bank Minnesota, Olivia	Independent School Dist 2534	Robert Remsberg Scholar Savings Fund	1905418	0.50%	\$6,368.20
		Zetah Scholarship Savings Fund	1905143	0.50%	\$13,543.80
		Robert Remsberg Scholarship 24 Mo. CD	7793	2.23%	\$19,000.00
		Zetah Scholarship 24 Mo.CD	7775	2.23%	\$23,090.00
		Robertson Scholarship Savings Fund	6321	0.50%	\$5,248.44
		Robertson Scholarship CD	20271	1.77%	\$5,000.00
Frandsen Financial Corporation, BI	ISD #2534	Sheila Madsen Mem. Scholarship 12 Mo. CD	111690	0.50%	\$819.28
Total Cash Deposits					\$6,059,013.26

Fund Summary:

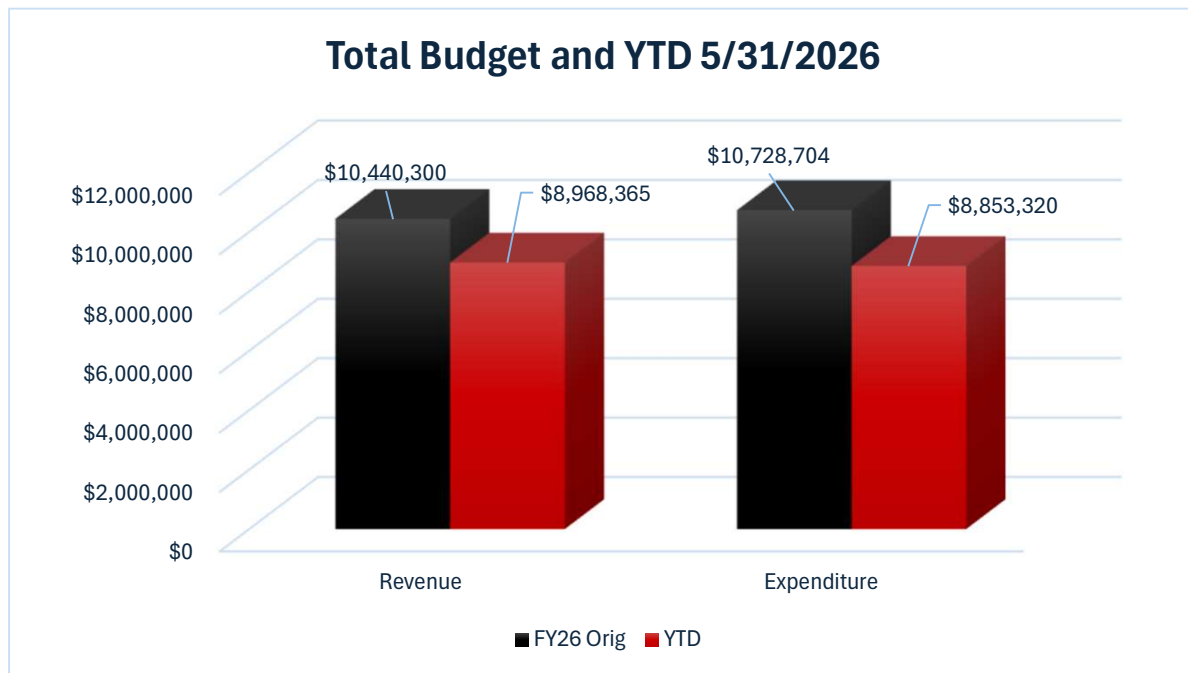
District Funds	\$ 5,852,698.24
Trust Funds	<u>\$ 206,315.02</u>
Total	<u>\$ 6,059,013.26</u>

BOLD ISD #2534

Monthly Operating Budget Report May 31, 2026

	<u>Revenue</u>		<u>Expense</u>	
FY26 Original	\$10,440,300		\$10,728,704	
Month Ending:		<u>% of Total FY26 ORIG</u>		<u>% of Total FY26 ORIG</u>
7/31/2025*	\$60,743	0.6%	\$417,951	3.9%
8/31/2025*	\$998,997	9.6%	\$284,443	2.7%
9/30/2025	\$511,587	4.9%	\$852,134	7.9%
10/31/2025	\$951,868	9.1%	\$955,027	8.9%
11/30/2025	\$314,699	3.0%	\$779,924	7.3%
12/31/2025	\$1,415,235	13.6%	\$1,015,787	9.5%
1/31/2026	\$862,035	8.3%	\$648,995	6.0%
2/28/2026	\$797,624	7.6%	\$1,049,283	9.8%
3/31/2026	\$1,110,245	10.6%	\$1,008,653	9.4%
4/30/2026	\$951,725	9.1%	\$882,594	8.2%
5/31/2026	\$993,607	9.5%	\$958,530	8.9%
6/30/2026		0.0%		0.0%
Total YTD	<u>\$8,968,365</u>	<u>85.9%</u>	<u>\$8,853,320</u>	<u>82.52%</u>

* subject to change pending year end adjustments



Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	05/15/2026	\$332.50	99323	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	05/15/2026	\$687.54	99330	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	05/15/2026	\$904.18	99326	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	05/15/2026	\$479.21	99326	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	05/15/2026	\$2,845.90	99322	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	05/15/2026	\$908.39	99340	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	05/15/2026	\$116.68	99327	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	05/15/2026	\$41.66	99325	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	05/15/2026	\$454.16	99325	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	05/15/2026	\$34,377.42	99328	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	05/15/2026	\$13,015.02	99329	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	05/15/2026	\$9,198.00	99338	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	05/15/2026	\$7,709.92	99339	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	05/15/2026	\$29,145.33	99341	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	05/15/2026	(\$6.60)	99341	E 01 015 203 000 000 218	TRA Credit 6/13/25
HOME		NX	1	00063	AFLAC	05/29/2026	\$947.35	99485	B 01 215 031	AFLAC, Mn Mut, NCPERS, HoraceMannLif
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	05/29/2026	\$332.50	99488	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	05/29/2026	\$687.54	99495	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	05/29/2026	\$904.18	99491	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	05/29/2026	\$479.21	99491	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	1677	AMERICAN FUNDS GROUP	05/29/2026	\$2,845.90	99487	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	05/29/2026	\$908.39	99505	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	05/29/2026	\$116.68	99492	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	05/29/2026	\$41.66	99490	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	05/29/2026	\$454.16	99490	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	05/29/2026	\$11,746.67	99494	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	05/29/2026	\$33,141.42	99493	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	05/29/2026	\$8,967.51	99503	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	05/29/2026	\$7,298.70	99504	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	05/29/2026	\$27,874.75	99506	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	01320	AMERIPRISE FINANCIAL SERVICES	06/15/2026	\$332.50	99511	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	01321	HORACE MANN INS CO	06/15/2026	\$687.54	99517	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	06/15/2026	\$904.18	99513	B 01 215 000	Payroll Deductions
HOME		NX	1	02250	EDUCATION OF MINNESOTA/ ESI	06/15/2026	\$479.21	99513	B 01 215 005	Payroll Deductions Annuity W/H

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	1677	AMERICAN FUNDS GROUP	06/15/2026	\$2,845.90	99510	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	2484	THRIVENT FINANCIAL	06/15/2026	\$908.39	99526	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	3531	Farm Bureau Financial Services	06/15/2026	\$116.68	99514	B 01 215 005	Payroll Deductions Annuity W/H
HOME		NX	1	4419	TASC	06/15/2026	\$41.66	99512	B 01 215 095	Flex-Dep Care Odd Year
HOME		NX	1	4419	TASC	06/15/2026	\$454.16	99512	B 01 215 096	Flex-Med Care Odd Year
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	06/15/2026	\$26,170.20	99515	B 01 215 010	Payroll Deductions FICA W/H-Brd Share
HOME		NX	2	3093	IRS USA DEPARTMENT OF TREASURY	06/15/2026	\$9,732.31	99516	B 01 215 011	Payroll Deductions Fed W/H
HOME		NX	2	3094	PUBLIC EMPLOYEES RETIREMENT	06/15/2026	\$5,089.82	99524	B 01 215 017	Payroll Deductions PERA W/H-Brd Share
HOME		NX	2	3095	MN DEPT. OF REVENUE	06/15/2026	\$5,924.76	99525	B 01 215 013	Payroll Deductions MN St W/H
HOME		NX	2	3096	TEACHERS RETIREMENT ASSN.	06/15/2026	\$26,024.23	99527	B 01 215 018	Payroll Deductions TRA W/H-Brd Share
HOME		NX	1	00064	BREMER BANK, NA10	05/31/2026	\$94.00	99644	E 01 005 110 000 000 305	ACH Billing
HOME		NX	1	1772	XCEL ENERGY	05/31/2026	\$2,069.57	99646	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	1772	XCEL ENERGY	05/31/2026	\$4,110.32	99638	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	1772	XCEL ENERGY	05/31/2026	\$1,526.03	99645	E 01 015 810 000 000 330	Electrical Statement
HOME		NX	1	2390	CENTERPOINT ENERGY	05/31/2026	\$5,417.81	99649	E 01 020 810 000 000 331	Fuel for Buildings
HOME		NX	1	2812	HOMETOWN BANK	05/31/2026	\$44.95	99639	E 01 005 110 000 000 305	Merch Bank Billing
HOME		NX	1	4419	TASC	05/31/2026	\$377.68	99648	E 01 005 160 000 000 305	Admin fees
HOME		NX	1	4671	DELTA DENTAL MINNESOTA	05/31/2026	\$1,663.89	99641	B 01 215 032	Dental Ins
HOME		NX	1	5933	CENTURYLINK	05/31/2026	\$252.00	99647	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	1	5933	CENTURYLINK	05/31/2026	\$207.11	99642	E 01 020 810 000 000 320	Communications/Phone
HOME		NX	2	3614	HARRIS MASTERCARD	05/31/2026	\$27.13	99640	E 01 020 298 964 000 401	Spotify
HOME		NX	1	3683	Amazon	05/31/2026	\$32.78	99651	E 01 020 292 969 000 401	Red Cardstock
HOME		NX	1	3683	Amazon	05/31/2026	\$41.95	99650	E 01 020 301 000 000 430	clutch puller
HOME		NX	1	3683	Amazon	05/31/2026	\$11.75	99650	E 01 020 301 000 000 430	shipping
HOME		NX	1	3683	Amazon	05/31/2026	\$383.82	99653	E 01 020 810 000 000 401	Custodial Supplies - furnace filters
HOME		NX	1	3683	Amazon	05/31/2026	\$52.99	99654	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	05/31/2026	\$84.99	99654	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	05/31/2026	\$8.04	99654	E 01 020 301 000 000 430	ball valve
HOME		NX	1	3683	Amazon	05/31/2026	\$11.99	99654	E 01 020 301 000 000 430	pipe elbow
HOME		NX	1	3683	Amazon	05/31/2026	\$8.55	99654	E 01 020 301 000 000 430	hose connector
HOME		NX	1	3683	Amazon	05/31/2026	\$15.19	99654	E 01 020 301 000 000 430	cylinder hone
HOME		NX	1	3683	Amazon	05/31/2026	\$47.96	99654	E 01 020 301 000 000 430	corn hole bags
HOME		NX	1	3683	Amazon	05/31/2026	\$40.94	99652	E 01 005 110 000 000 401	DO Printer Cartridge
HOME		NX	1	3683	Amazon	05/31/2026	\$28.17	99656	E 01 020 810 000 000 401	Cabinet hinges

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

					Pay/Void						
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME		NX	1	3683	Amazon	05/31/2026	\$33.54	99657	E 01 015 050 000 000 401	Goldfish and Welch's Fruit Snacks for Bac	
HOME		NX	1	3683	Amazon	05/31/2026	\$28.02	99657	E 01 015 050 000 000 401	Quaker Chewy Granola Bars, Chocolate Cf	
HOME		NX	1	3683	Amazon	05/31/2026	\$31.34	99657	E 01 015 050 000 000 401	Frito-Lay Fun Times Mix Variety Pack, 2.37	
HOME		NX	1	3683	Amazon	05/31/2026	\$20.34	99657	E 01 015 050 000 000 401	Mott's No Sugar Added Applesauce Variet	
HOME		NX	1	3683	Amazon	05/31/2026	\$25.47	99657	E 01 015 050 000 000 401	Bulk Rice Crispies 64 Count Assorted Mar	
HOME		NX	1	3683	Amazon	05/31/2026	\$9.27	99658	E 01 020 258 231 000 430	Jim Dunlop Tortex Standard Pick .88MM - 2	
HOME		NX	1	3683	Amazon	05/31/2026	\$14.98	99659	E 01 005 630 257 100 555	USB C Ethernet Adapter Hub	
HOME		NX	1	3683	Amazon	05/31/2026	\$15.86	99659	E 01 005 110 000 000 305	Hand Sanitizer	
HOME		NX	1	3683	Amazon	05/31/2026	\$58.54	99660	E 01 020 292 969 000 401	White and Red Cardstock	
HOME		NX	1	3683	Amazon	05/31/2026	\$25.00	99661	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	05/31/2026	\$19.68	99661	E 01 020 301 000 000 430	carburetor	
HOME		NX	1	3683	Amazon	05/31/2026	\$39.99	99661	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	05/31/2026	\$40.00	99661	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	05/31/2026	\$19.98	99661	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	05/31/2026	\$18.89	99661	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	05/31/2026	\$19.98	99661	E 01 020 301 000 000 430	Carburetor	
HOME		NX	1	3683	Amazon	05/31/2026	\$75.90	99661	E 01 020 301 000 000 430	seat cover	
HOME		NX	1	3683	Amazon	05/31/2026	\$65.99	99655	E 01 020 301 000 000 430	Lathe tooling	
HOME		NX	1	3683	Amazon	05/31/2026	\$40.99	99663	E 01 015 258 233 000 430	D'Addario Organic Reserve Alto Saxophon	
HOME		NX	1	3683	Amazon	05/31/2026	\$31.99	99663	E 01 015 258 233 000 430	D'Addario Organic Reserve Bb Clarinet Re	
HOME		NX	1	3683	Amazon	05/31/2026	\$41.64	99663	E 01 015 258 233 000 430	Royal by D'Addario Tenor Sax Reeds, Stre	
HOME		NX	1	3683	Amazon	05/31/2026	\$18.99	99664	E 01 015 203 000 000 401	Magnetic white boards	
HOME		NX	1	3683	Amazon	05/31/2026	\$37.60	99665	E 01 015 620 000 343 470	Books	
HOME		NX	1	3683	Amazon	05/31/2026	\$553.89	99665	E 01 015 620 000 343 470	Elem books	
HOME		NX	1	3683	Amazon	05/31/2026	\$239.97	99666	E 01 020 292 971 000 401	3 Golf Practice Nets	
HOME		NX	1	3683	Amazon	05/31/2026	\$1,088.70	99667	E 01 005 630 257 100 555	Cables, adapters, vac, laptop	
HOME		NX	1	3683	Amazon	05/31/2026	\$107.67	99668	E 05 005 120 000 000 401	Black Ink	
HOME		NX	1	3683	Amazon	05/31/2026	\$73.78	99668	E 05 005 120 000 000 401	Color Ink	
HOME		NX	1	3683	Amazon	05/31/2026	\$32.50	99668	E 05 005 120 000 000 401	Soap	
HOME		NX	1	3683	Amazon	05/31/2026	\$30.25	99668	E 05 005 120 000 000 401	Soap	
HOME		NX	1	3683	Amazon	05/31/2026	\$8.79	99668	E 05 005 120 000 000 401	Bandages	
HOME		NX	1	3683	Amazon	05/31/2026	\$17.83	99668	E 05 005 120 000 000 401	Door Stop	
HOME		NX	1	3683	Amazon	05/31/2026	\$25.89	99669	E 01 005 640 000 316 401	3/17 Staff Dev supplies	
HOME		NX	1	3683	Amazon	05/31/2026	\$12.95	99670	E 01 020 301 000 000 430	Brake Lever	

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

					Pay/Void					
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME		NX	1	3683	Amazon	05/31/2026	\$39.99	99670	E 01 020 301 000 000 430	carburetor kit
HOME		NX	1	3683	Amazon	05/31/2026	\$197.91	99671	E 01 020 292 971 000 401	Practice Stick Ball Shaggers
HOME		NX	1	3683	Amazon	05/31/2026	\$34.25	99672	E 01 020 810 000 000 401	pencil sharpeners
HOME		NX	1	3683	Amazon	05/31/2026	\$59.20	99673	E 01 020 810 000 000 401	AED Signage
HOME		NX	1	3683	Amazon	05/31/2026	\$73.99	99674	E 01 005 110 000 000 401	DO Toner Replacement
HOME		NX	1	3683	Amazon	05/31/2026	\$6.99	99675	E 01 020 301 000 000 430	Carb Kit
HOME		NX	1	3683	Amazon	05/31/2026	\$19.94	99675	E 01 020 301 000 628 430	pencils
HOME		NX	1	3683	Amazon	05/31/2026	\$95.36	99662	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	05/31/2026	\$22.99	99662	E 01 020 301 000 000 430	carb kit
HOME		NX	1	3683	Amazon	05/31/2026	\$9.59	99662	E 01 020 301 000 000 430	innertube
HOME		NX	1	6061	Granite Telecommunications, LLC	05/31/2026	\$218.32	99643	E 01 020 810 000 000 320	communications
HOME		NX	1	6307	US Bank	05/31/2026	\$80.00	99676	E 01 005 640 000 316 305	SWWC Staff dev
HOME		NX	1	6307	US Bank	05/31/2026	\$55.00	99676	E 01 005 640 000 316 305	SWWC Staff dev
HOME		NX	1	6307	US Bank	05/31/2026	\$150.00	99676	E 01 005 640 000 316 305	SWWC Staff dev
HOME		NX	1	6307	US Bank	05/31/2026	\$510.00	99676	E 01 005 640 000 316 305	Northern Cass Staff Dev
HOME		NX	1	6307	US Bank	05/31/2026	\$193.81	99676	E 01 005 640 000 316 305	Walmart Staff Dev Supplies
HOME		NX	1	6307	US Bank	05/31/2026	\$41.55	99676	E 01 020 292 964 000 401	Supplies - Activities
HOME		NX	1	6307	US Bank	05/31/2026	\$141.86	99676	E 01 020 292 964 000 401	Supplies - Activities
HOME		NX	1	6307	US Bank	05/31/2026	\$9.13	99676	E 01 020 292 964 000 401	Ice for injuries
HOME		NX	1	6307	US Bank	05/31/2026	\$8.59	99676	E 01 020 292 964 000 401	Ice for injuries
HOME		NX	1	6307	US Bank	05/31/2026	\$85.00	99676	E 01 005 640 000 316 305	Food Service Staff Dev Lodging
HOME		NX	1	6307	US Bank	05/31/2026	\$19.10	99676	E 01 005 640 000 316 305	Meeting meal
HOME		NX	1	6307	US Bank	05/31/2026	\$17.00	99676	E 01 005 640 000 316 305	Meeting meal
HOME		NX	1	6307	US Bank	05/31/2026	\$40.00	99676	E 01 005 110 000 000 820	MNFSN Membership
HOME		NX	1	6307	US Bank	05/31/2026	\$939.89	99676	E 21 020 298 902 301 369	Lodging FFA
HOME		NX	1	6307	US Bank	05/31/2026	\$1,292.57	99676	E 01 020 292 971 000 401	Dicks Sporting Goods - Golf Balls - reimb.

Check Total: \$300,515.31

Bank HOME Total: \$300,515.31

Report Total: \$300,515.31

BIRD ISLAND - OLIVIA - LAKE LILLIAN ISD #2534

Referendum Construction Cash Balance

5/31/2026

Bank Name	Account Name	Account Type	Account No.	Interest Rate	Balance
Home Town Bank	ISD #2534	Referendum Checking	1607	4.07%	(\$333,952.35)
Home Town Bank	Independent School Dist 2534	Referendum IntraFi Sweep	607	4.00%	\$619,936.37
UMB	Independent School Dist 2534	Construction CDARS	22941	5.05%	\$12,114,269.82

Construction Balance \$12,400,253.84

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54076	CH	1	01474	BOLD EDUCATION ASSOCIATION	05/15/2026	\$2,473.80	99324	B 01 215 040	B.O.L.D. Ed Asso Dues	
Check Total:							\$2,473.80				
HOME	54077	CH	1	4924	F&M BANK MINNESOTA	05/15/2026	\$30.00	99337	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$30.00				
HOME	54078	CH	1	5552	Greater Community Credit Union	05/15/2026	\$100.00	99332	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$100.00				
HOME	54079	CH	1	2812	HOMETOWN BANK	05/15/2026	\$876.17	99331	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$876.17				
HOME	54080	CH	1	4158	KENSINGTON BANK	05/15/2026	\$75.00	99335	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	54081	CH	1	5963	Magnifi Financial	05/15/2026	\$75.00	99334	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	54082	CH	1	5581	Mid Country Bank	05/15/2026	\$225.00	99333	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$225.00				
HOME	54083	CH	1	02290	MN COUNCIL 65 AFSCME	05/15/2026	\$567.78	99321	B 01 215 044	Union Dues	
Check Total:							\$567.78				
HOME	54084	CH	1	6247	UMB HSA	05/15/2026	\$518.75	99336	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$518.75				
HOME	54085	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	05/15/2026	\$15.00	99342	B 01 215 000	Payroll Deductions	
Check Total:							\$15.00				
HOME	54109	CH	1	6326	Corey Kneeshaw	05/15/2026	\$130.00	99412	E 01 020 294 976 000 305	5/15 Baseball	
Check Total:							\$130.00				
HOME	54110	CH	1	6066	Derek Nachreiner	05/15/2026	\$130.00	99410	E 01 020 294 976 000 305	5/15 Baseball	
Check Total:							\$130.00				
HOME	54111	CH	1	6327	Eric Kauffmann	05/15/2026	\$130.00	99411	E 01 020 294 976 000 305	5/15 Baseball	
Check Total:							\$130.00				
HOME	54112	CH	1	5430	AL FLOR	05/18/2026	\$339.00	99438	E 01 020 296 980 000 305	5/19 SB Umpire	
Check Total:							\$339.00				
HOME	54113	CH	1	6326	Corey Kneeshaw	05/18/2026	\$130.00	99435	E 01 020 294 976 000 305	5/18 Baseball	
Check Total:							\$130.00				
HOME	54114	CH	1	6073	Joshua Seidl	05/18/2026	\$130.00	99436	E 01 020 294 976 000 305	5/18 Baseball	
Check Total:							\$130.00				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54115	CH	1	6073	Joshua Seidl	05/18/2026	\$339.00	99439	E 01 020 296 980 000 305	5/19 SB Umpire	
Check Total:							\$339.00				
HOME	54116	CH	1	4291	KEITH KLAWITTER	05/18/2026	\$130.00	99437	E 01 020 294 976 000 305	5/18 Baseball	
Check Total:							\$130.00				
HOME	54117	CH	1	5544	ZACH MORE	05/18/2026	\$339.00	99440	E 01 020 296 980 000 305	5/19 SB Umpire	
Check Total:							\$339.00				
HOME	54118	CH	1	01474	BOLD EDUCATION ASSOCIATION	05/29/2026	\$2,472.12	99489	B 01 215 040	B.O.L.D. Ed Asso Dues	
Check Total:							\$2,472.12				
HOME	54119	CH	1	4924	F&M BANK MINNESOTA	05/29/2026	\$30.00	99502	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$30.00				
HOME	54120	CH	1	5552	Greater Community Credit Union	05/29/2026	\$100.00	99497	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$100.00				
HOME	54121	CH	1	2812	HOMETOWN BANK	05/29/2026	\$876.17	99496	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$876.17				
HOME	54122	CH	1	4158	KENSINGTON BANK	05/29/2026	\$75.00	99500	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	54123	CH	1	5963	Magnifi Financial	05/29/2026	\$75.00	99499	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	54124	CH	1	5581	Mid Country Bank	05/29/2026	\$225.00	99498	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$225.00				
HOME	54125	CH	1	02290	MN COUNCIL 65 AFSCME	05/29/2026	\$536.90	99486	B 01 215 044	Union Dues	
Check Total:							\$536.90				
HOME	54126	CH	1	6247	UMB HSA	05/29/2026	\$518.75	99501	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$518.75				
HOME	54127	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	05/29/2026	\$15.00	99507	B 01 215 000	Payroll Deductions	
Check Total:							\$15.00				
HOME	54128	CH	1	6156	Bullet Proof Mechanical Services Inc.	06/01/2026	\$237.12	99465	E 02 005 770 000 701 350	Equipment troubleshooting and repair	
Check Total:							\$237.12				
HOME	54129	CH	1	6323	Griffen Matthews	06/01/2026	\$130.00	99481	E 01 020 296 980 000 305	5/14 SB	
Check Total:							\$130.00				
HOME	54130	CH	1	3524	I.S.D#423 HUTCHINSON HS	06/01/2026	\$200.00	99508	E 01 020 292 971 000 369	4/24 Girls Golf Entry Fee	
Check Total:							\$200.00				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54131	CH	1	1752	I.S.D. #2364 BBE	06/01/2026	\$125.00	99484	E 01 020 292 972 000 369	4/30 Track Meet	
Check Total:								\$125.00			
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$316.37	99468	E 02 005 770 000 705 490	SY - Breakfast	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$1,154.25	99469	E 02 005 770 000 705 490	SY - Breakfast	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$174.15	99471	E 01 015 203 909 000 401	Slushies for activity - elem student comm	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$1,865.90	99472	E 02 005 770 000 701 490	SY - Lunch	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$3,207.80	99473	E 02 005 770 000 701 490	SY - Lunch	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$225.04	99478	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	(\$39.15)	99477	E 02 005 770 000 701 490	SY - Lunch	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$118.14	99475	E 02 005 770 000 701 490	SY - Lunch	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$2,225.98	99476	E 02 005 770 000 701 490	SY - Lunch	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$2,036.70	99474	E 02 005 770 000 701 490	SY - Lunch	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$919.46	99466	E 02 005 770 000 705 490	SY - Breakfast	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$551.50	99467	E 02 005 770 000 705 490	SY - Breakfast	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$34.82	99479	E 02 005 770 000 701 401	SY - SUPPLIES	
HOME	54132	CH	1	5470	Indianhead Foodservice Distributor, Inc.	06/01/2026	\$995.07	99470	E 02 005 770 000 705 490	SY - Breakfast	
Check Total:								\$13,786.03			
HOME	54133	CH	1	4185	NISSEN'S DAIRY DELIVERY	06/01/2026	\$1,300.50	99463	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
HOME	54133	CH	1	4185	NISSEN'S DAIRY DELIVERY	06/01/2026	\$1,339.63	99464	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
HOME	54133	CH	1	4185	NISSEN'S DAIRY DELIVERY	06/01/2026	\$1,238.60	99462	E 02 005 770 000 701 495	Olivia-Lunch-Milk	
Check Total:								\$3,878.73			
HOME	54134	CH	1	6328	Paige Wertish	06/01/2026	\$135.00	99483	E 05 005 120 000 000 305	Registration Assistance	
Check Total:								\$135.00			
HOME	54135	CH	1	00765	PAN-0-GOLD BAKING CO	06/01/2026	\$256.76	99461	E 02 005 770 000 701 490	Bread	
HOME	54135	CH	1	00765	PAN-0-GOLD BAKING CO	06/01/2026	\$113.24	99459	E 02 005 770 000 701 490	Bread	
HOME	54135	CH	1	00765	PAN-0-GOLD BAKING CO	06/01/2026	\$84.80	99458	E 02 005 770 000 701 490	Bread	
HOME	54135	CH	1	00765	PAN-0-GOLD BAKING CO	06/01/2026	\$176.16	99456	E 02 005 770 000 701 490	Bread	
HOME	54135	CH	1	00765	PAN-0-GOLD BAKING CO	06/01/2026	\$190.92	99460	E 02 005 770 000 701 490	Bread	
HOME	54135	CH	1	00765	PAN-0-GOLD BAKING CO	06/01/2026	\$95.40	99457	E 02 005 770 000 701 490	Bread	
Check Total:								\$917.28			
HOME	54136	CH	1	6310	Peter Haller	06/01/2026	\$130.00	99482	E 01 020 296 980 000 305	5/14 SB	
Check Total:								\$130.00			

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54137	CH	1	3551	REGION 3A	06/01/2026	\$1,625.00	99480	R 01 020 296 980 000 060	Section Softball Game 5-19 Gate admission	
Check Total:							\$1,625.00				
HOME	54138	CH	1	4924	F&M BANK MINNESOTA	06/15/2026	\$30.00	99523	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$30.00				
HOME	54139	CH	1	2812	HOMETOWN BANK	06/15/2026	\$876.17	99518	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$876.17				
HOME	54140	CH	1	4158	KENSINGTON BANK	06/15/2026	\$575.00	99521	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$575.00				
HOME	54141	CH	1	5963	Magnifi Financial	06/15/2026	\$75.00	99520	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$75.00				
HOME	54142	CH	1	5581	Mid Country Bank	06/15/2026	\$225.00	99519	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$225.00				
HOME	54143	CH	1	02290	MN COUNCIL 65 AFSCME	06/15/2026	\$140.26	99509	B 01 215 042	Dues2	
HOME	54143	CH	1	02290	MN COUNCIL 65 AFSCME	06/15/2026	\$293.65	99509	B 01 215 044	Union Dues	
Check Total:							\$433.91				
HOME	54144	CH	1	6247	UMB HSA	06/15/2026	\$518.75	99522	B 01 215 028	Payroll Deductions - HSA	
Check Total:							\$518.75				
HOME	54145	CH	1	4847	UNITED WAY OF WEST CENTRAL MN	06/15/2026	\$15.00	99528	B 01 215 000	Payroll Deductions	
Check Total:							\$15.00				
HOME	54146	CH	1	4759	AMERICAN RED CROSS	06/11/2026	\$96.00	99555	E 05 005 120 000 000 305	Lifeguard Review	
Check Total:							\$96.00				
HOME	54147	CH	1	6216	ArbiterSports LLC	06/11/2026	\$865.00	99569	E 05 005 120 000 000 305	Pool Portion of Annual Fee	
Check Total:							\$865.00				
HOME	54148	CH	1	6329	Association of Minnesota Counties	06/11/2026	\$30.00	99560	E 01 005 010 000 000 366	Peppel- classes	
Check Total:							\$30.00				
HOME	54149	CH	1	00555	B & D MARKET Acct#1277	06/11/2026	\$165.62	99541	E 21 020 298 901 301 401	student council tct#0057	
Check Total:							\$165.62				
HOME	54150	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	06/11/2026	\$11.93	99543	E 04 005 582 000 337 490	tct# 0071	
HOME	54150	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	06/11/2026	\$5.59	99543	E 04 005 582 000 337 490	tct# 0059	
HOME	54150	CH	1	4488	B & D MARKET ACCT#2501/1278 (COMM	06/11/2026	\$17.08	99543	E 04 005 582 000 337 490	tct# 0066	
Check Total:							\$34.60				
HOME	54151	CH	1	4487	B & D MARKET ACCT#2511(FACS)	06/11/2026	\$9.49	99542	E 01 020 331 000 830 490	tct#0117	

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Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54151	CH	1	4487	B & D MARKET ACCT#2511(FACS)	06/11/2026	\$26.82	99542	E 01 020 331 000 830 490	tct# 0089
HOME	54151	CH	1	4487	B & D MARKET ACCT#2511(FACS)	06/11/2026	\$16.65	99542	E 01 020 331 000 830 490	tct# 0010
HOME	54151	CH	1	4487	B & D MARKET ACCT#2511(FACS)	06/11/2026	\$29.94	99542	E 01 020 331 000 830 490	tct# 0001
HOME	54151	CH	1	4487	B & D MARKET ACCT#2511(FACS)	06/11/2026	\$6.69	99542	E 01 020 331 000 830 490	tct# 0094
HOME	54151	CH	1	4487	B & D MARKET ACCT#2511(FACS)	06/11/2026	\$82.25	99542	E 01 020 331 000 830 490	tct# 0025
Check Total:								\$171.84		
HOME	54152	CH	1	6322	Brandon Tauer	06/11/2026	\$270.00	99307	E 01 020 294 976 000 305	5/5 Baseball Umpire
Check Total:								\$270.00		
HOME	54153	CH	1	00061	CHAPPELL CENTRAL	06/11/2026	\$290.00	99532	E 01 005 865 000 381 305	129784 Checked radiant heat by science r
HOME	54153	CH	1	00061	CHAPPELL CENTRAL	06/11/2026	\$330.26	99531	E 01 005 865 000 381 305	00021294 1" megapress couplers
HOME	54153	CH	1	00061	CHAPPELL CENTRAL	06/11/2026	\$5,757.37	99561	E 01 005 865 000 381 305	Black sludge coming up throught floor. Us
HOME	54153	CH	1	00061	CHAPPELL CENTRAL	06/11/2026	\$1,176.66	99530	E 01 005 865 000 381 305	130171 Replaced steam gaskets on OSY
Check Total:								\$7,554.29		
HOME	54154	CH	1	00887	CITY OF BIRD ISLAND	06/11/2026	\$75.73	99625	E 01 015 810 000 000 330	utilities
HOME	54154	CH	1	00887	CITY OF BIRD ISLAND	06/11/2026	\$75.87	99626	E 01 015 810 000 000 330	utilities
Check Total:								\$151.60		
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$86.46	99629	E 02 005 770 000 701 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$1,642.77	99629	E 01 020 810 000 000 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$524.62	99627	E 02 005 770 000 701 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$9,967.83	99627	E 01 020 810 000 000 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$3.00	99628	E 02 005 770 000 701 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$57.06	99628	E 01 020 810 000 000 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$6.75	99630	E 02 005 770 000 701 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$128.25	99630	E 01 020 810 000 000 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$8.56	99631	E 02 005 770 000 701 330	utilities
HOME	54155	CH	1	00435	CITY OF OLIVIA	06/11/2026	\$162.58	99631	E 01 020 810 000 000 330	utilities
Check Total:								\$12,587.88		
HOME	54156	CH	1	5874	ECKROTH MUSIC CO.	06/11/2026	\$7.50	99570	E 01 020 258 233 000 350	Trumpet Pearl
HOME	54156	CH	1	5874	ECKROTH MUSIC CO.	06/11/2026	\$14.99	99570	E 01 020 258 233 000 350	Essential Elements Book 1 - Tenor Saxoph
HOME	54156	CH	1	5874	ECKROTH MUSIC CO.	06/11/2026	\$40.79	99571	E 01 020 258 233 000 430	Vic Firth Mallets Timpani Ultra Staccato Ha
HOME	54156	CH	1	5874	ECKROTH MUSIC CO.	06/11/2026	\$8.00	99572	E 01 015 258 233 000 430	Buffet Clarinet Pivot Screws
Check Total:								\$71.28		

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54157	CH	1	02205	ECOLAB PEST ELIMINATION DIVISION, IN	06/11/2026	\$152.82	99540	E 01 015 050 000 000 401	pest control	
Check Total:								\$152.82			
HOME	54158	CH	1	1128	ELECTRO WATCHMAN INC	06/11/2026	\$104.85	99563	E 01 005 865 000 363 305	Fire Alarm Monitoring Olivia	
HOME	54158	CH	1	1128	ELECTRO WATCHMAN INC	06/11/2026	\$104.85	99563	E 01 005 865 000 363 305	Fire Alarm Monitoring Bird Island	
Check Total:								\$209.70			
HOME	54159	CH	1	02501	FARMER'S CO-OP OIL COMPANY OF REI	06/11/2026	\$146.44	99534	E 01 005 760 000 733 442	vehicle supplies	
Check Total:								\$146.44			
HOME	54160	CH	1	5817	Follett Content Solutions	06/11/2026	\$94.17	99533	E 01 015 620 000 343 470	Elem books	
Check Total:								\$94.17			
HOME	54161	CH	1	02492	GLENCOE SILVER LAKE	06/11/2026	\$20.00	99254	E 01 020 298 951 000 369	Knowledge Bowl fee on 2-12-22	
Check Total:								\$20.00			
HOME	54163	CH	1	02203	HILLYARD Inc.	06/11/2026	\$795.74	99556	E 01 020 810 000 000 401	90154935 supplies	
Check Total:								\$795.74			
HOME	54164	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	06/11/2026	\$72.54	99568	E 05 005 120 000 000 350	Gauge for Filter	
HOME	54164	CH	1	5072	HORIZON COMMERCIAL POOL SUPPLY	06/11/2026	\$25.47	99568	E 05 005 120 000 000 350	Shipping	
Check Total:								\$98.01			
HOME	54165	CH	1	00350	HUBIN PUBLISHING	06/11/2026	\$55.95	99566	E 01 005 110 000 000 380	Advertising	
Check Total:								\$55.95			
HOME	54166	CH	1	5883	Jim's Clothing and Sporting Goods	06/11/2026	\$396.00	99579	E 04 005 505 000 321 401	Community Ed T-Shirts	
Check Total:								\$396.00			
HOME	54167	CH	1	6109	LAKELAND MEDIA	06/11/2026	\$500.00	99536	E 01 005 110 000 000 380	advertising	
HOME	54167	CH	1	6109	LAKELAND MEDIA	06/11/2026	\$235.29	99537	E 01 005 110 000 000 380	advertising	
Check Total:								\$735.29			
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$27.98	99614	E 01 020 810 000 000 401	906788 chair saw oil	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$759.75	99615	E 01 005 850 000 302 530	906782 push lawn mower, battery, chain	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$19.27	99274	E 01 020 810 000 000 401	906212 bulk fastners, swivel casters	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$23.99	99281	E 01 005 110 000 000 401	906364 driver bits	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$10.99	99282	E 01 005 110 000 000 401	906382 ant bait traps	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$60.22	99263	E 01 020 810 000 000 401	906079 painting supplies	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$63.96	99613	E 01 020 810 000 000 401	906803 field markers	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$299.99	99275	E 01 020 810 000 000 350	906149 utility pump	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$109.98	99604	E 01 005 110 000 000 401	907002 storage containers	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$59.98	99276	E 01 020 810 000 000 401	906253 strap	

Bird Island - Olivia - Lake Lillian District #2534

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Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$8.99	99264	E 01 020 810 000 000 401	906057 Mold mildew remover	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$19.52	99277	E 01 020 810 000 000 401	906262 misc.	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$49.95	99606	E 01 020 294 973 000 401	906633 marking paint	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$6.98	99607	E 01 020 294 973 000 401	906740 bolt snap	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$23.96	99278	E 01 020 810 000 000 401	906323 duct tape	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$31.18	99612	E 01 020 810 000 000 401	906828 door stops, hitch ball	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$17.52	99599	E 01 020 301 000 000 430	screws	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$16.73	99599	E 01 020 301 000 000 430	screws	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$7.52	99600	E 01 020 301 000 000 430	bulk fastners	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$119.88	99262	E 01 020 294 973 000 401	906080 spray paint, marking paint	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$44.95	99601	E 01 020 810 000 000 401	906898 sprayers (norovirus disinfecting)	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$167.77	99602	E 01 020 810 000 000 401	906864 perma-lock, storage bins for scien	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$39.95	99603	E 02 005 770 000 701 401	906898 caster wheels	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$31.23	99608	E 01 020 294 973 000 401	906723 mg driver, washers	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$13.58	99265	E 01 020 810 000 000 401	906125 corner braces, misc	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$34.99	99605	E 01 020 810 000 000 401	906968 saw blade, pliers	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$2.65	99279	E 01 005 110 000 000 401	906281 fastners	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$37.99	99280	E 01 005 110 000 000 401	906145 rt. angle attatchment	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$47.89	99609	E 01 005 110 000 000 401	906721 sensors, fastners	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$65.97	99610	E 01 005 110 000 000 401	906790 cable ties	
HOME	54168	CH	1	5214	MAC'S HARDWARE	06/11/2026	\$49.95	99611	E 01 020 810 000 000 401	906757 spray paint	
Check Total:							\$2,275.26				
HOME	54169	CH	1	1883	MARCO TECHNOLOGIES, LLC	06/11/2026	\$63.75	99620	E 01 005 110 000 000 305	shred service	
Check Total:							\$63.75				
HOME	54170	CH	1	1682	MASA/MASE	06/11/2026	\$907.00	99562	E 01 005 020 000 000 820	MASA Membership	
Check Total:							\$907.00				
HOME	54171	CH	1	2103	MAX'S GRILL	06/11/2026	\$2,374.14	99565	E 21 020 298 999 301 401	Meals for Prom 2026	
Check Total:							\$2,374.14				
HOME	54172	CH	1	00189	MMEA	06/11/2026	\$250.00	99559	E 01 020 258 231 000 369	All State Choir Camp	
Check Total:							\$250.00				
HOME	54173	CH	1	5039	MN DEPARTMENT OF HEALTH	06/11/2026	\$50.00	99558	E 01 005 860 000 347 305	Statewide Hospitality Fee 2026	
Check Total:							\$50.00				

Bird Island - Olivia - Lake Lillian District #2534

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Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void										
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description
HOME	54174	CH	1	2478	MN FFA	06/11/2026	\$18.00	99580	E 21 020 298 902 301 820	State and National FFA Dues
Check Total:								\$18.00		
HOME	54175	CH	1	4911	MN FFA	06/11/2026	\$707.00	99544	E 21 020 298 902 301 366	Registration, meals, parking for State FFA
Check Total:								\$707.00		
HOME	54176	CH	1	5991	MSBA	06/11/2026	\$210.00	99564	E 01 005 010 000 000 366	Zimmerman Phase 4
HOME	54176	CH	1	5991	MSBA	06/11/2026	\$775.00	99567	E 01 005 010 000 000 820	Policy Service Subscription
HOME	54176	CH	1	5991	MSBA	06/11/2026	\$3,913.00	99567	E 01 005 010 000 000 820	ISD Memebership
HOME	54176	CH	1	5991	MSBA	06/11/2026	\$3,225.00	99567	E 01 005 010 000 000 820	BoardBook Sub.
Check Total:								\$8,123.00		
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$220.76	99581	E 01 020 301 000 000 430	798972 coupler, oil
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$8.98	99582	E 01 020 301 000 000 430	797512 sparkplug
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$23.99	99584	E 01 020 301 000 000 430	797617 Trim clips
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$95.76	99585	E 01 020 301 000 000 430	797618 brake cleaner
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$58.99	99586	E 01 020 301 000 000 430	797882 pulley
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$20.28	99588	E 01 020 301 000 000 430	798012
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$17.94	99589	E 01 020 301 000 000 430	798013 hose
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$61.00	99590	E 01 020 301 000 000 430	798021
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$15.62	99591	E 01 020 301 000 000 430	798104 belt
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$15.71	99591	E 01 020 301 000 000 430	798104 belt
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$15.62	99592	E 01 020 301 000 000 430	798160 belt
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	(\$31.24)	99592	E 01 020 301 000 000 430	return
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$15.71	99592	E 01 020 301 000 000 430	798160 belt
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	(\$31.42)	99592	E 01 020 301 000 000 430	return
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$16.52	99592	E 01 020 301 000 000 430	798160 belt
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$16.67	99592	E 01 020 301 000 000 430	798160 belt
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$265.16	99587	E 01 020 301 000 000 430	797981 PS Pump
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$61.00	99587	E 01 020 301 000 000 430	797981 Pump core
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$28.98	99593	E 01 020 301 000 000 430	798201 oil
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$8.99	99594	E 01 020 301 000 000 430	798246 filter
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$26.99	99595	E 01 020 301 000 000 430	798342 filter
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$14.29	99595	E 01 020 301 000 000 430	798342 cleaner
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$11.82	99595	E 01 020 301 000 000 430	798342 bit
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$35.28	99595	E 01 020 301 000 000 430	798342 oil

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void											
Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$5.49	99583	E 01 020 301 000 000 430	797526 spark plug	
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$16.52	99596	E 01 020 301 000 000 430	798267 belt	
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$16.74	99597	E 01 020 301 000 000 430	798394 belt	
HOME	54177	CH	1	5835	NAPA Auto Parts	06/11/2026	\$5.98	99598	E 01 020 301 000 000 430	798450 spark plug	
Check Total:							\$1,038.13				
HOME	54178	CH	1	00310	NASSP	06/11/2026	\$385.00	99578	E 21 020 298 904 301 820	NHS Chapter Dues	
Check Total:							\$385.00				
HOME	54179	CH	1	5385	NATIONAL FFA ORGANIZATION	06/11/2026	\$22.00	99547	E 21 020 298 902 301 401	Pins and Degree Chains	
HOME	54179	CH	1	5385	NATIONAL FFA ORGANIZATION	06/11/2026	\$160.00	99574	E 21 020 298 902 301 401	Plaque Station Markers	
Check Total:							\$182.00				
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$1.34	99550	E 01 020 301 000 000 430	misc metal for shop	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$117.00	99549	E 01 020 301 000 000 430	Acetylene	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$8.95	99549	E 01 020 301 000 000 430	haz mat	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$222.94	99551	E 01 020 301 000 000 430	misc metal for welding	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$31.02	99554	E 01 020 301 000 000 430	welding wire	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$96.15	99553	E 01 020 301 000 000 430	misc metal	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$153.50	99548	E 01 020 301 000 000 430	Argon gas	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$8.95	99548	E 01 020 301 000 000 430	haz mat	
HOME	54180	CH	1	00439	OLIVIA MACHINE SHOP	06/11/2026	\$21.22	99552	E 01 020 301 000 000 430	misc metal for shop	
Check Total:							\$661.07				
HOME	54181	CH	1	2196	RENCO PUBLISHING, INC.	06/11/2026	\$417.75	99546	E 01 005 110 000 000 380	advertising	
Check Total:							\$417.75				
HOME	54182	CH	1	4717	ROGUE FITNESS	06/11/2026	\$2,400.08	99573	E 01 020 211 966 000 401	Weight Room Bars and Handles	
Check Total:							\$2,400.08				
HOME	54183	CH	1	5081	RPM ATHLETICS LLC	06/11/2026	\$968.98	99575	E 01 020 292 972 000 305	Timing for Varsity Track Meet	
Check Total:							\$968.98				
HOME	54184	CH	1	02219	SHEEHAN'S GAS CO	06/11/2026	\$1,182.55	99535	E 01 015 810 000 000 440	monthly meter, refill	
Check Total:							\$1,182.55				
HOME	54185	CH	1	5768	STEVE WEISS MUSIC INC.	06/11/2026	\$111.00	99529	E 01 020 258 233 000 350	PG-EZ-WHEEL-L32 Planet Gauges EZ WI	
HOME	54185	CH	1	5768	STEVE WEISS MUSIC INC.	06/11/2026	\$13.95	99529	E 01 020 258 233 000 350	Shipping	
Check Total:							\$124.95				
HOME	54186	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	06/11/2026	\$291.02	99616	E 01 005 760 000 720 360	Extra Curricular	

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
HOME	54186	CH	1	5217	SUPERIOR TRANSPORTATION SERVICES	06/11/2026	\$1,424.29	99617	E 01 005 760 000 720 360	Extra Curricular	
Check Total:							\$1,715.31				
HOME	54187	CH	1	00113	SW/WC SERVICE COOP	06/11/2026	\$4,725.00	99633	E 01 005 203 000 312 460	Functional Phonics - 9 online	
HOME	54187	CH	1	00113	SW/WC SERVICE COOP	06/11/2026	\$450.00	99635	E 01 020 331 000 628 366	Culinary Skills Registration	
HOME	54187	CH	1	00113	SW/WC SERVICE COOP	06/11/2026	\$10,000.00	99632	E 01 005 110 000 000 305	Business Management - Payroll/Finance	
HOME	54187	CH	1	00113	SW/WC SERVICE COOP	06/11/2026	\$285.00	99632	E 01 005 110 000 000 305	ACA Data Submission & Transmission	
HOME	54187	CH	1	00113	SW/WC SERVICE COOP	06/11/2026	\$10,090.75	99634	E 01 005 108 405 000 316	Technology Support	
HOME	54187	CH	1	00113	SW/WC SERVICE COOP	06/11/2026	\$586.65	99634	E 01 005 630 257 302 305	Cybersecurity Service	
Check Total:							\$26,137.40				
HOME	54188	CH	1	3193	ULINE	06/11/2026	\$164.14	99538	E 01 020 810 000 000 401	50828241 safety tape applicator	
HOME	54188	CH	1	3193	ULINE	06/11/2026	\$357.89	99557	E 01 005 010 000 000 401	boxes for moving during construction	
HOME	54188	CH	1	3193	ULINE	06/11/2026	\$357.18	99539	E 01 020 810 000 000 401	50955180 boxes	
Check Total:							\$879.21				
HOME	54189	CH	1	02339	VOSIKA SEWER SERVICE	06/11/2026	\$370.00	99577	E 01 020 292 969 000 335	March and April Portable rentals	
Check Total:							\$370.00				
HOME	54190	CH	1	02546	WEST CENTRAL SANITATION	06/11/2026	\$750.05	99623	E 01 015 810 000 000 332	sanitation services BI	
HOME	54190	CH	1	02546	WEST CENTRAL SANITATION	06/11/2026	\$665.06	99619	E 01 015 810 000 000 332	sanitation services BI	
HOME	54190	CH	1	02546	WEST CENTRAL SANITATION	06/11/2026	\$749.88	99618	E 01 015 810 000 000 332	sanitation services BI	
HOME	54190	CH	1	02546	WEST CENTRAL SANITATION	06/11/2026	\$675.93	99624	E 01 015 810 000 000 332	sanitation services BI	
Check Total:							\$2,840.92				
HOME	54191	CH	1	01942	WEST CENTRAL TROPHIES	06/11/2026	\$345.00	99545	E 01 020 292 969 000 401	3 sport athlete plaques	
HOME	54191	CH	1	01942	WEST CENTRAL TROPHIES	06/11/2026	\$575.00	99576	E 01 020 298 959 000 401	End of Year music Awards	
Check Total:							\$920.00				
HOME	54192	CH	1	6273	Health Partners	06/11/2026	\$2,400.00	99621	E 01 005 720 000 342 375	School Nurse Services April 2026	
HOME	54192	CH	1	6273	Health Partners	06/11/2026	\$1,840.00	99622	E 01 005 720 000 342 375	School Nurse Services May 2026	
Check Total:							\$4,240.00				
HOME	54193	CH	1	5991	MSBA	06/11/2026	\$210.00	99637	E 01 005 010 000 000 366	Peppel Phase 4	
Check Total:							\$210.00				
Bank HOME Total:							\$119,734.16				
REFC	5308	CH	1	6212	Admiral Coatings, Inc.	05/21/2026	\$32,632.42	99448	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additons	
Check Total:							\$32,632.42				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
REFC	5309	CH	1	6193	Commercial Drywall, Inc.	05/21/2026	\$8,459.99	99446	E 06 005 870 000 000 530	BOLD BP02 Olivia and Bird Island Additon	
Check Total:							\$8,459.99				
REFC	5310	CH	1	6188	Evenson Concrete Systems	05/21/2026	\$106,752.29	99443	E 06 005 870 000 000 305	BOLD BP02 Olivia Bird Island Additions ar	
Check Total:							\$106,752.29				
REFC	5311	CH	1	6167	FORD METRO , Inc.	05/21/2026	\$17,641.67	99445	E 06 005 870 000 000 305	BOLD BP02 Olivia and BI Additions and Re	
Check Total:							\$17,641.67				
REFC	5312	CH	1	2970	HORIZON ROOFING & SHEET METAL	05/21/2026	\$8,733.40	99455	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Addition	
Check Total:							\$8,733.40				
REFC	5313	CH	1	6210	Lakeside Construction& Masonry	05/21/2026	\$22,800.00	99444	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$22,800.00				
REFC	5314	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	05/21/2026	\$199,641.78	99450	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$199,641.78				
REFC	5315	CH	1	5040	MCDOWALL COMPANY	05/21/2026	\$46,212.75	99451	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$46,212.75				
REFC	5316	CH	1	6054	Nexus Solutions LLC	05/21/2026	\$127,389.87	99441	E 06 005 870 000 000 305	Project Development, Program Managemer	
Check Total:							\$127,389.87				
REFC	5317	CH	1	3995	RAPIDS FOODSERVICE CONTRACT & DE	05/21/2026	\$104,358.45	99449	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$104,358.45				
REFC	5318	CH	1	6118	Robert W. Carlstrom Co., Inc	05/21/2026	\$242,913.10	99442	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additons	
Check Total:							\$242,913.10				
REFC	5319	CH	1	6231	Schwab Vollhaber Lubratt	05/21/2026	\$92,164.25	99454	E 06 005 870 000 000 305	254984, BOLD BP02 Olivia and Bird Island	
Check Total:							\$92,164.25				
REFC	5320	CH	1	6223	St. Cloud Acoustics	05/21/2026	\$15,713.00	99447	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$15,713.00				
REFC	5321	CH	1	6203	Summit Companies	05/21/2026	\$22,415.25	99452	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$22,415.25				
REFC	5322	CH	1	6166	WILLMAR ELECTRIC	05/21/2026	\$45,125.00	99453	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$45,125.00				
REFC	5323	CH	1	00061	CHAPPELL CENTRAL	06/18/2026	\$24,540.40	99686	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$24,540.40				
REFC	5324	CH	1	6193	Commercial Drywall, Inc.	06/18/2026	\$1,750.40	99682	E 06 005 870 000 000 530	BOLD BP02 Olivia and Bird Island Additon	
Check Total:							\$1,750.40				

Bird Island - Olivia - Lake Lillian District #2534

Payment Reg by Check-No Voids

Check Number: 0-2147483647 Payment Date: 05/15/2026-06/18/2026

Pay/Void

Bank	Check No	Ty	Grp	Code	Vendor	Date	Amount	Voucher #	Account Code	Description	
REFC	5325	CH	1	6167	FORD METRO , Inc.	06/18/2026	\$24,438.46	99681	E 06 005 870 000 000 305	BOLD BP02 Olivia and BI Additions and Re	
Check Total:							\$24,438.46				
REFC	5326	CH	1	3611	JOHNSON CONTROLS BUILDING SOLUTI	06/18/2026	\$72,423.21	99689	E 06 005 870 000 000 530	App 6 Project: School District Olivia Bird Is	
Check Total:							\$72,423.21				
REFC	5327	CH	1	6210	Lakeside Construction& Masonry	06/18/2026	\$77,056.87	99680	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$77,056.87				
REFC	5328	CH	1	6316	Landwehr Construction, Onc.	06/18/2026	\$175,499.82	99678	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Addition	
Check Total:							\$175,499.82				
REFC	5329	CH	1	6158	Masters Plumbing, Heating & Cooling LLC	06/18/2026	\$84,550.75	99685	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$84,550.75				
REFC	5330	CH	1	5040	MCDOWALL COMPANY	06/18/2026	\$136,901.17	99687	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$136,901.17				
REFC	5331	CH	1	6054	Nexus Solutions LLc	06/18/2026	\$136,511.84	99677	E 06 005 870 000 000 305	Project Development, Program Managemer	
Check Total:							\$136,511.84				
REFC	5332	CH	1	3995	RAPIDS FOODSERVICE CONTRACT & DE	06/18/2026	\$75,162.25	99684	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$75,162.25				
REFC	5333	CH	1	6118	Robert W. Carlstrom Co., Inc	06/18/2026	\$344,617.79	99679	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additons	
Check Total:							\$344,617.79				
REFC	5334	CH	1	6223	St. Cloud Acoustics	06/18/2026	\$3,142.60	99683	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$3,142.60				
REFC	5335	CH	1	6166	WILLMAR ELECTRIC	06/18/2026	\$112,608.88	99688	E 06 005 870 000 000 305	BOLD BP02 Olivia and Bird Island Additior	
Check Total:							\$112,608.88				
Bank REFC Total:							\$2,362,157.66				
Report Total:							\$2,481,891.82				



BOLD Public Schools

CONSTRUCTION UPDATE | June 22, 2026

BOLD SCHOOL

NEXUS
SOLUTIONS



CONSTRUCTION UPDATE | June 22, 2026

Bird Island Renovations

REMODEL & DEMO AREAS

Ongoing Work

- › Civil work

Up Next

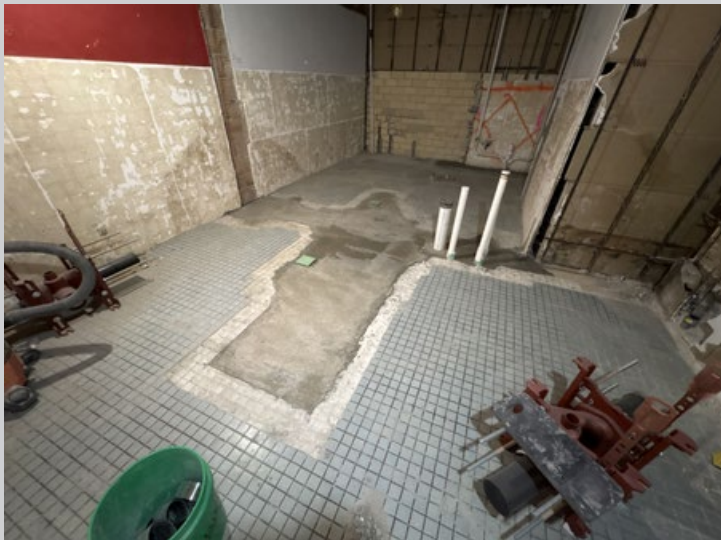
- › Footings and foundation for vestibules
- › Exterior wall work for metal panel system





CONSTRUCTION UPDATE | June 22, 2026

Olivia Renovations



Summer Slam '26

AREA B / C – Ongoing

- › Demo of choir room
- › Rebuilding locker rooms, band room, training room, science rooms, and concessions toilet rooms





CONSTRUCTION UPDATE | June 22, 2026

Olivia Renovations



Summer Slam '26

AREA E/F – Ongoing

- › Demolishing old office, kitchen, FACS room to create district office and Special Education suite
- › Demolishing old air handler in mechanical room
- › Demolishing toilet rooms by old cafeteria
- › Completed concrete installation

AREA E/F – Up Next

- › Building out new spaces

AREA H – Ongoing

- › New windows and doors in classrooms

NEXUS
SOLUTIONS®



CONSTRUCTION UPDATE | June 22, 2026

Olivia Renovations

1922 BUILDING DEMO & ADDITION

AREA D - Ongoing Work

- › Continuing with the masonry block and steel installation

AREA D – Up Next

- › Underground work
- › Roof to make the space watertight





Leading Advocacy for Greater Minnesota Students Led by school board members, administrators, teachers and other education-focused partners, MREA elevates Greater Minnesota schools through advocacy, education and recognition.

2026 LEGISLATIVE ACCOMPLISHMENTS

MREA Successfully Advocated for Greater Minnesota Students Through:

- **Seasonal Recreational Tax Base Replacement Aid**

Created and championed by MREA, this new recreational tax mechanism is aimed at providing property tax relief in cabin-heavy, rural school districts. The legislation compensates qualifying school districts with state funds based on their seasonal-recreational properties, alleviating the financial burden on permanent resident taxpayers

- **Permanent School Trust Fund on November's Ballot**

The legislature passed a proposed constitutional amendment - HF3900 - that would ask voters this November to approve increasing the annual distribution from the Permanent School Fund (PSF) from 2.5% to 4.5%. This funding increase does not require an increase in any taxes. If approved by voters, this change would significantly increase the funding Minnesota schools receive from the PSF each year.

- **\$10M for Compensatory Hold Harmless support**

This funding helps recover loss of revenue due to inaccurate poverty counts that left many school districts anticipating significant cuts in state funding.

- **\$12.5M for student mental health support**

Part of a broader educational and public safety initiative, this funding is specifically for mental health services in schools.

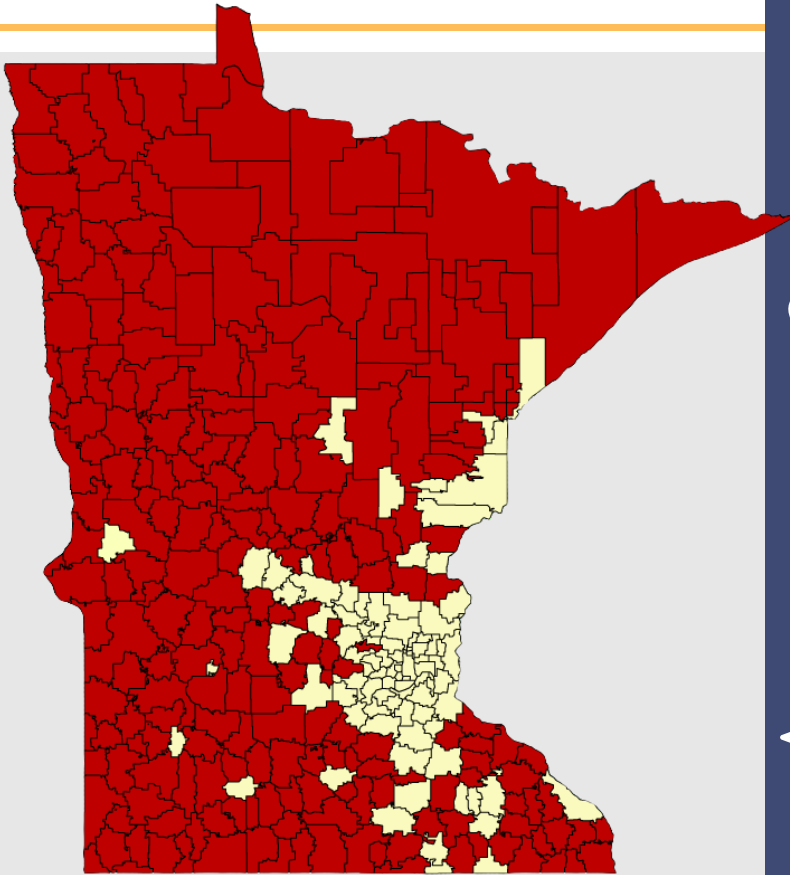
- **Expanding allowable uses in Operating Capital to include Utility Costs**

The legislature incrementally expanded the list of permitted expenditures to meet modern operational and student-wellness needs.

MREA COMMITS UP TO \$100,000 TO SUPPORT PERMANENT SCHOOL FUND AMENDMENT CAMPAIGN

The MREA Board of Directors has committed up to \$100,000 from its vision reserves to support the effort to pass this amendment at the ballot box in November. MREA will equip members with tools, communications resources, and other materials to help educate staff, families, and communities about how the PSF works, how increased distributions would benefit their districts, and why voting yes matters. Stay tuned for more details.

How MREA serves YOU



 MREA Member School District



ADVOCATE

- Lobbyists at the Capitol every day advocating for students
- Weekly Advocacy Briefings during legislative session
- Interactive maps and analysis showing impacts of major changes
- Action alerts to help encourage engagement



EDUCATE

- Professional development and networking at Annual Conference
- MREA Maps that show funding impact by district / region.
- Regional meetings and trainings to provide input and stay informed
- Member benefits providing learning opportunities
- Discounts on partner programs



COMMUNICATE & CELEBRATE

- Weekly Insider Briefs with education updates relevant to rural districts
- Website with resources, news, and updates
- Celebration and sharing of accomplishments and best practices
- Awards for teachers and innovative school programs
- In-person visits to keep a pulse on district accomplishments & needs



MREA

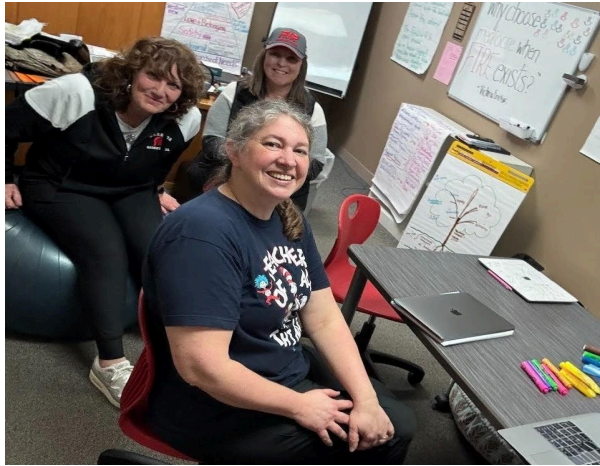
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[INFO@MREAVOICE.ORG](mailto:info@mreavoice.org) | (320) 762-6574

BOLD School Spotlight



Intro Sentence:

BOLD School District has taken meaningful steps in its MnMTSS journey over the past year, first engaging in readiness work then the Introduction to MnMTSS 6-Session pathway to begin building systems to support all learners. Grounded in their mission to provide all learners in the BOLD community with an education that develops creativity, character, confidence and essential skills, the team is focusing on strengthening Infrastructure and Data-Based Decision Making through a human-centered lens. Collaboratively Linked Teams have been identified as a key priority within Infrastructure to improve alignment and communication.

Guided by their vision—United to achieve excellence and expecting the best — Be BOLD—the district is building systems that connect people, practices, and data to ensure every learner and staff member is supported and empowered to succeed.

When asked what inspired the district to begin MnMTSS work, Secondary Principal Missy Bodin shared that, on the surface, it was a natural and actionable next step connected to the district’s Comprehensive Needs Assessment (CNA). On a deeper level, she explained, the work provides a framework for organizing and building on the many strengths already present in the district.

Elementary Principal Kris Krafka echoed this perspective, noting that the process has brought greater clarity to the team’s work and helped them better understand how to move existing efforts forward. Bodin added that MnMTSS is also helping the district identify key areas for growth, including strengthening Tier 1 instruction, enhancing infrastructure, and improving data-based decision making. Most importantly, she emphasized that the framework supports a human-centered approach that centers equity for the learners in their care.

Sarah Iverson, a BOLD teacher, shared that MnMTSS has helped the district develop a clear inventory of its current initiatives, committees, and teams. Kafka reinforced this idea, noting that one of the greatest benefits of the work has been increased clarity for the team. Through this process, and by using available data, the district has been able to better identify student needs.

As the team has focused on strengthening Collaboratively Linked Teams, they have also identified opportunities to streamline structures and processes—making them more manageable and effective for a small district.

Over the past two years, Iverson has participated in professional learning through SWWC, COMPASS, and MN State, focused on coaching, MnMTSS, and the CNA process. She shared that engaging in this learning—alongside tools such as the Siloed Professional Learning graphic, the Professional Learning System, the MnMTSS Framework, and resources from New Teacher Center—has helped the work feel more connected than ever before.

Looking ahead, Iverson anticipates that the impact of this work will be seen through stronger communication across the district and with the community, particularly around future growth and alignment to district goals. While still in the early stages, she expressed confidence in the team’s commitment to follow through and achieve these goals. Kafka added that she is excited to see how MnMTSS will continue to strengthen communication, goal setting, and overall student outcomes.

Superintendent Tim Tydlacka emphasized the importance of consistency in moving the work forward. He shared that maintaining routine meetings helps keep conversations active and ensures continued progress toward district goals. By prioritizing ongoing communication and sustained focus, the district is able to build momentum and continuously move from one step to the next in its improvement efforts.

He also noted that this work requires both humility and tenacity. Humility is essential, he explained, as meaningful growth begins with an honest reflection on current systems—the ones in place, those that are not, and their overall effectiveness. Embracing MnMTSS requires acknowledging areas for growth, particularly in academic achievement and staff development.

At the same time, he emphasized the importance of tenacity. MnMTSS is not a one-time initiative, but an ongoing commitment to continuous improvement. It requires sustaining conversations over time so they build momentum and become embedded throughout the system.

When asked what advice they would give to schools just beginning their MnMTSS journey, BOLD leaders shared:

“Trust the process and stick with it, even when the work gets difficult,”

— Missy Bodin, Secondary Principal

“Be patient, humble, and tenacious. This is a slow-moving process because it needs to grow organically throughout your district. It cannot be forced. Growth takes time, nurturing, and passion for what it is we are building.”

— Superintendent Tim Tydlacka

- Everything proceeds from Trust
 - We need to build trust on all levels of the community
 - Common language
 - Collaborative approach to decision making
 - transparency/communication
- Community Engagement
 - School float in the Corn Capital Days parade
 - Art shows
 - STEM exhibitions
 - Robotics show
- Grade by grade monthly spotlights
 - Each board meeting focuses on a report from a different grade
- Staff of the month
- Student of the month
- Work on the new entrance with Culture and Climate committee

1. Trust
2. Shared vision
3. Increase salaries
4. Develop personalized learning

FY27 Revised Operating Budget- 2534

	FY26	Proposed FY27
General Fund		
Revenues	\$9,540,487.00	\$9,456,744.00
Expenditures	\$9,835,342.00	\$9,731,901.00
Net Income (Deficit)	(\$294,855.00)	(\$275,157.00)
Food Service Fund		
Revenues	\$539,340.00	\$560,990.00
Expenditures	\$520,388.00	\$607,625.00
Net Income (Deficit)	\$18,952.00	(\$46,635.00)
Community Service Fund		
Revenues	\$238,473.00	\$226,901.00
Expenditures	\$250,974.00	\$289,921.00
Net Income (Deficit)	(\$12,501.00)	(\$63,020.00)
Pool Fund		
Revenues	\$114,500.00	\$105,500.00
Expenditures	\$114,500.00	\$105,500.00
Net Income (Deficit)	\$0.00	\$0.00
Scholarship Fund		
Revenues	\$7,500.00	\$8,000.00
Expenditures	\$7,500.00	\$8,000.00
Net Income (Deficit)	\$0.00	\$0.00
Overall	(\$288,404.00)	(\$384,812.00)

Superintendent Board Report
BOLD Public Schools
June 22, 2026

Mission Statement

“The mission of the BOLD School District is to:
Provide all learners in the BOLD community with an education designed to develop the
creativity, character, confidence, and skills
essential to flourish in a changing global society.”

- **Gratitude:**
 - Fire Dept. for State sendoffs

- **General Updates:**
 - [SWWC BOLD Spotlight](#)
 - Northern Cass School Personalized Learning Institute Conference
 - [Take Aways from Conference](#)

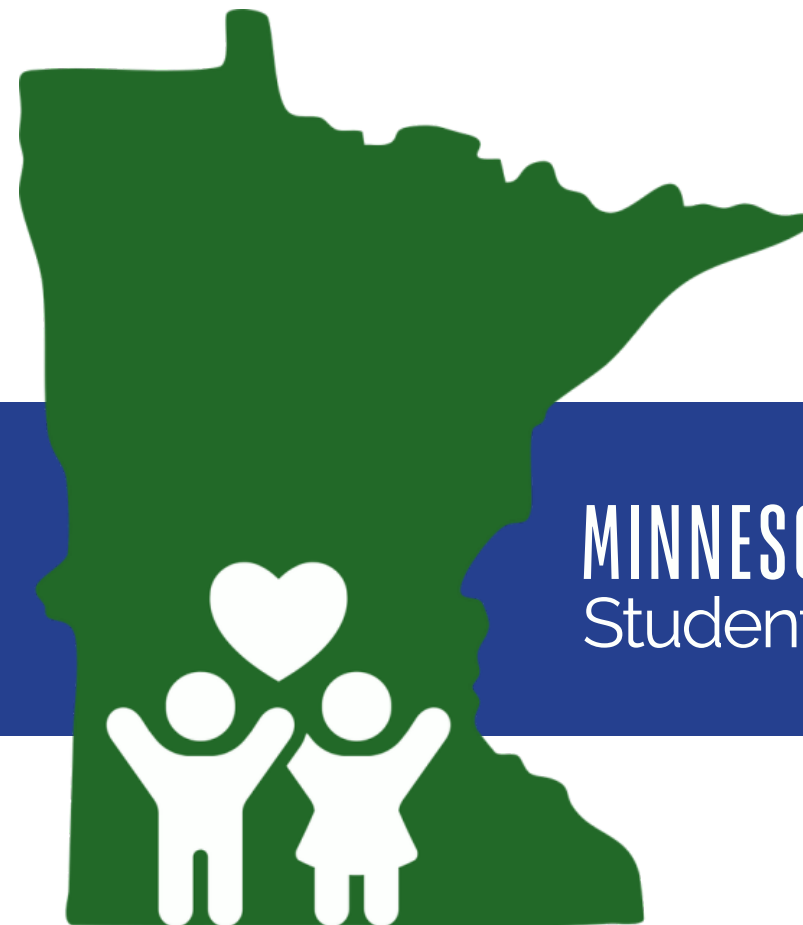
- **Legislative Updates:**
 - MREA Legislative Accomplishments

- **Facilities Updates:**
 - Construction
 - See attached documents
 - Construction progress
 - Bird Island building demo
 - Area E to be finished soon
 - expenditures/balance
 - Olivia gym floor

- **Community Engagement**
 - Corn Capitol Days
 - Medallion/clues

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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the Minnesota School Boards Association in conjunction with
the Association of Metropolitan School Districts, the Minnesota Association of School
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.

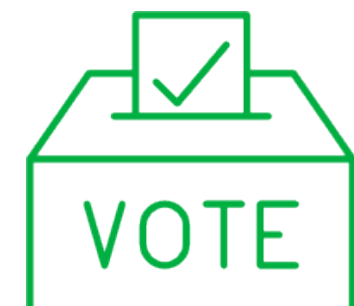
EDUCATION LEADERS



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.

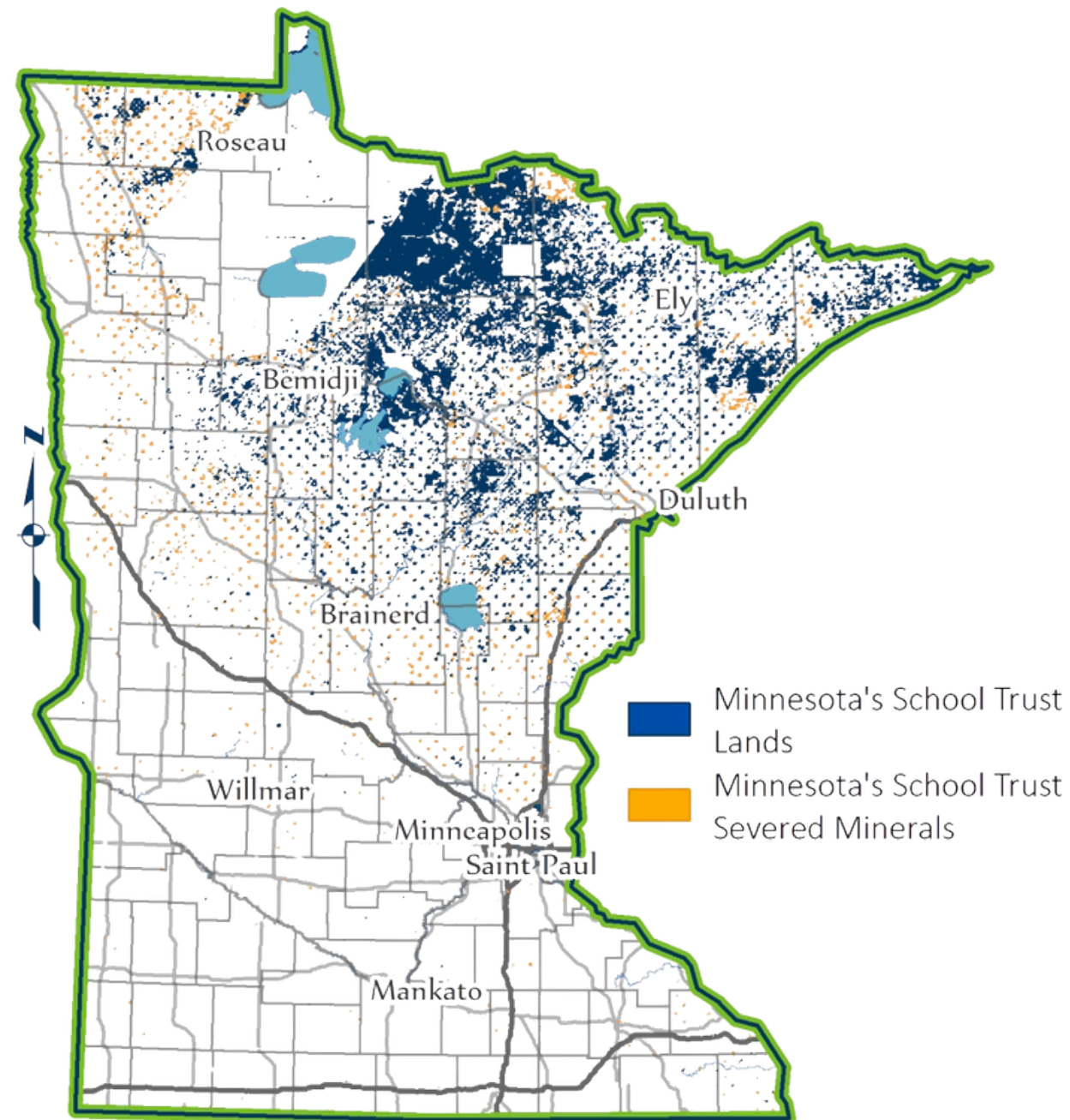
\$2.3B

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 Present 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.



IEA, INC.

PROPOSAL



Contact Us:

BROOKLYN PARK OFFICE

9201 W. BROADWAY, STE #600
BROOKLYN PARK, MN 55445
763-315-7900

MANKATO OFFICE

610 N. RIVERFRONT DRIVE
MANKATO, MN 56001
507-345-8818

ROCHESTER OFFICE

210 WOOD LAKE DRIVE SE
ROCHESTER, MN 55904
507-281-6664

BRAINERD OFFICE

601 NW 5TH ST, STE #4
BRAINERD, MN 56401
218-302-3787

MARSHALL OFFICE

1510 STADIUM DRIVE, STE #2
MARSHALL, MN 56258
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5525 EMERALD AVENUE
MOUNTAIN IRON, MN 55768
218-302-3787

www.ieasafety.com

800-233-9513

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Asbestos Project Design, On-Site Monitoring, and Project Management for BOLD Public Schools at Olivia High School Gymnasium Flooring

JUNE 22, 2026

PROPOSAL #14081

Asbestos Project Design, On-Site Monitoring & Project Management Olivia High School/Gymnasium Floor

PROPOSAL PROVIDED TO:

Tim Tydlacka
Superintendent
BOLD Public Schools
701 South 9th Street
Olivia, MN 56277
Phone: 320-523-1031
E-mail: tim.tydlacka@bold.,12.mn.us

PROPOSAL CONTACT:

Jim Lindahl
Senior Project Manager
IEA, Inc.
9201 West Broadway, Suite 600
Brooklyn Park, MN 55445-1924
Phone: 763-315-7900
E-mail: jim.lindahl@ieasafety.com

PROJECT INTRODUCTION

In response to the 2026 renovation project work at BOLD Public Schools, the Institute for Environmental Assessment, Inc. (IEA) is pleased to provide this proposal for asbestos project design, on-site monitoring, and project management for the Summer 2026 Gymnasium Floor Abatement at Olivia High School.

SCOPE OF WORK

Asbestos project design for the 2026 Olivia High School Gymnasium Floor Abatement includes:

- Determination of scope of work
- Development of project specification including engineering controls, removal procedures, disposal, and insurance

Asbestos on-site monitoring and project management for 2026 Olivia High School Gymnasium Floor Abatement includes:

- Coordination of pre-construction conference
- Review of contractor submittals, references, and qualifications
- Submittal of contractor award recommendation/documentation to owner
- Project management prior to and for the duration of the asbestos removal project
- On-site air monitoring to include up to twelve (12) , ten (10)-hour days on-site, daily duration air samples, and one (1) TEM clearance air sample set (see Appendix B for specific scope of work)
- Development and submittal of final report to BOLD Public Schools

LIMITATIONS & ASSUMPTIONS

Abatement shall be performed by a Licensed Asbestos Contractor under a separate contract. Abatement contractor costs are estimated to be in the range of **\$90,000-\$100,000**. The moving/transition of the West Bleachers has the potential to add from the **\$90,000.00**.

COMPENSATION

IEA's fee associated with project design, on-site monitoring, and project management will be billed on a time-and-materials (T&M) basis and is estimated to be in the range of **\$30,500-\$33,500**.

Reimbursable expenses will be billed on a direct basis and include such items as transportation, reproduction of reports, drawings, specifications, bidding documents, technology usage/specialized equipment, and similar project-related items, (see Appendix C for Compensation Schedule related to reimbursable expenses).

For project work beyond the services outlined in this proposal and/or any changes to the agreed upon scope of work, IEA will obtain approval through a client-authorized change order.

Please note there is a 3% fee for credit card payments.

Asbestos Project Design, On-Site Monitoring & Project Management Olivia High School/Gymnasium Floor

SCHEDULE

IEA's services will commence immediately upon receipt of the signed proposal. IEA will schedule this project through Superintendent Tim Tydlacka and/or Nexxus Solutions.

We anticipate initiating the project upon receipt of authorization to proceed. Completion of site-related work is expected by August 14, 2026.

PROPOSAL TERMS

Terms on payment of services are net 30 days after invoicing, with interest added to unpaid balances. Please review the attached General Conditions, which are a part of this proposal, for more detail.

AUTHORIZATION TO PROCEED

We appreciate the opportunity to present this proposal for Project Design, On-Site Monitoring, and Project Management services. Please sign this authorization to proceed and e-mail to jim.lindahl@ieasafety.com. Retain the original for your records. We will begin the project at the time we receive this written documentation to proceed.

IEA, Inc.



Jim Lindahl
Senior Project Manager
EPDM Division

Please proceed according to the above stated fees, terms, attached General Conditions, and this Proposal #14081 dated June 22, 2026.

Printed Name

Authorized Signature

Date

UFARS Code or PO Number (if applicable)

Appendix A

General Conditions

General Conditions

The word “Consultant” refers to the Institute for Environmental Assessment (“IEA”), the contracting company is referred to as the “Client”. Client agrees to be bound by these General Conditions by accepting the Proposal and engaging Consultant.

The Agreement with you, the Client, is comprised of this Agreement and accompanying written proposal.

1. Scope of Work

Consultant will furnish and perform the professional services specified in Consultant’s proposal (the “Proposal”). The services as set forth in the Proposal (the “Services”) will be provided by Consultant’s personnel at the location of the Client (the “Site”) (hereinafter referred to as the “Project”). If any portion of the Proposal is inconsistent with this Agreement, the terms of this Agreement shall control:

Consultant’s obligation to perform the Services shall terminate upon delivery of a final report within 45 days of Project completion.

In addition to the Proposal, Consultant and Client agree as follows:

A. Right of Access

Unless otherwise agreed in writing, Client will furnish Consultant with right-of-access to the Site and accurate information necessary to conduct the Services, as requested by Consultant.

B. Confidential & Proprietary Information

The Consultant and Client agree not to disclose to others or use any confidential or proprietary information or trade secrets of the other, which may become known to each prior to, during or after the performance of this Agreement without the prior written consent of the other. “Confidential or propriety information” and “trade secrets” shall mean any information about the other which is neither publicly known nor legally accessible to the other parties from third parties. Prior to the disclosure of any such confidential or proprietary information or trade secrets, each shall obtain the written approval of the other.

C. General

Consultant warrants that the Services it performs under this Agreement will be performed with the care and skill ordinarily exercised by reputable members of its profession practicing under similar conditions during the period of this Agreement and in the same or similar locality. The AIHA-certified IEA laboratory will perform PCM analysis if specified. Other field PCM analysis will be completed by laboratory-approved field technicians, generally under AAR Guidelines.

2. Payment for Services

A. Fee Schedule & Maximum Costs

The fee schedule in the Proposal specifies the amounts due to Consultant from Client for its Services performed under this Agreement.

B. Schedule of Payment

Invoices will be submitted to Client once a month for services performed during the prior month. Payment to Consultant is due upon presentation to Client, and past due after thirty (30) days of receipt of the invoice, in which case a service fee of 1.5% monthly shall be added to the invoice for such period, and for each 30 days thereafter until the invoice is paid in full, unless specifically arranged otherwise by Consultant and communicated in writing. Client reserves the right to question any item on any invoice and Consultant agrees, upon Client’s request, to supply such documentation as is necessary to reasonably justify such invoice amount to Client’s reasonable satisfaction; provided, however, that any such inquiry will not postpone any required payment or the service charge set forth above. Client agrees to pay Consultant any costs of collection including reasonable attorneys’ fees and costs if payment for Services are not made when due.

C. Expert Fee Expenses

If Client requests Consultant to participate on behalf of Client in litigation regarding the subject matter of this Agreement, Client agrees to pay all of Consultant’s expenses arising therefrom at the prevailing rate for Consultant’s time plus out-of-pocket costs and expenses, including reasonable attorney fees incurred by Consultant in conjunction with the participation.

3. Indemnity & Insurance

A. Indemnity

Client agrees to defend, indemnify and hold harmless Consultant from and against any and all claims, demands, losses, suits, causes of action, damages, injuries, costs, expenses and liabilities whatsoever, including reasonable attorney fees, arising out of third party claims to the extent that such claim arises out of Consultant’s performance of the Services, except to the extent Consultant, or its employees, preformed such Services in a negligent or illegal manner.

B. FORCE MAJEURE:

Consultant shall not be liable for any failure or delay resulting from fire, explosion, flood, storm, act of God, government acts, orders or regulations, civil disturbances, equipment or material shortages, supply chain delays, contingencies or other circumstances which are beyond the control of Consultant which prevent or hinder fulfillment of the contract or which make its fulfillment impracticable and in any case, Consultant shall not be liable for consequential damages or incidental damages without regard to cause.

C. Limitation of Liability

EXCEPT AS EXPRESSLY SET FORTH IN SECTION 1(C) HEREOF, CONSULTANT DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. IN NO EVENT SHALL EITHER CONSULTANT OR CLIENT BE LIABLE TO THE OTHER PARTY FOR ANY INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND WHETHER FOR BREACH OF ANY WARRANTY, FOR BREACH OR REPUDIATION OF ANY OTHER TERM OR CONDITION OF THIS AGREEMENT, FOR NEGLIGENCE ON THE BASIS OF STRICT LIABILITY OR OTHERWISE.

General Conditions (cont'd)

D. Insurance

- (1) Consultant carries coverage and limits of liability insurance as follows:
 - (a) Workers Compensation with statutory limits.
 - (b) Employers' Liability with a minimum policy limit of \$1,000,000.00.
 - (c) Comprehensive General Liability with the following coverage:
 - I. Limit \$1,000,000.00 per occurrence
 - II. \$2,000,000.00 general aggregate
 - III. \$2,000,000.00 products completed/ operations aggregate
 - IV. \$1,000,000.00 personal and advertising injury
 - V. \$300,000.00 fire Damage (any one fire)
 - VI. \$25,000.00 medical expenses (any one person)
 - (d) Automobile insurance covering all owned, non-owned or hired Automobiles used in connection with the work covering bodily injury and property damage with a minimum combined occurrence limit of \$1,000,000.00
 - (e) Professional Liability (claims made) with the following coverage: \$1,000,000.00 per occurrence
 - (f) Contractor Pollution Liability (claims made): \$1,000,000.00 each occurrence
 - (g) Umbrella Liability: 5,000,000.00 each occurrence
- (2) Client (or Owner if applicable), Subcontractors and Agents agree to provide Consultant, upon request, Certificate(s) of Insurance signed by the insurer evidencing insurance for premise liability, general liability, auto and workers comp. equal or greater than those limits carried by the Consultant.

(3) Consultant shall promptly deliver to Client (or Owner if applicable), upon request, certificate(s) of insurance signed by the insurer for the policies described in (3) (C) above, or certified copies of such insurance policies indicating the existence of such coverage. IEA must be listed as both certificate holder and insured, or additional insured on each certificate of insurance.

4. Assignment

This Agreement shall not be assigned by either party without prior written consent of the other party.

5. Independent Contractor

Consultant is an independent Contractor and shall not be considered an employee, partner or joint venturer of the Client for any purpose.

6. Restriction to hire employees of Consultant

Client agrees to refrain from hiring, contracting, or retaining the services of Consultant's employees during or within 12 months after the termination of Consultant's services. If Client hires an employee of Consultant in violation of this Section 6 without Consultant's written consent, Client shall pay Consultant a placement fee equal to twenty-five percent (25%) of such employee's annual wages.

7. Notices

Any notice under this Agreement shall be in writing and shall be deemed to be properly given when delivered to an officer of Client or the Consultant's Chief Financial Officer, as the case may be, at their addresses as set forth in the Proposal. The courts located in the State of Minnesota shall have exclusive jurisdiction in any actions commenced by Consultant or Client in connection with this Agreement, the Project or the Services.

8. Applicable Law

This Agreement shall be governed by and construed under the laws of the State of Minnesota. Parties agree to participate in pre-suit mediation prior to commencement of an action.

9. Extent of Agreement

This Agreement, together with the Proposal, represents the entire Agreement between Client and Consultant, and supersedes all prior obligations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument, dated and executed by both Client and Consultant.

10. Termination

Upon completion of the Project, Consultant will, at Client's request, deliver to Client or its designee all records, documents or materials in its possession or control of Consultant which are owned by Client. The obligations and provisions of Sections 1B, 2, 3, 5, 6 and 10 shall survive completion of the Project or termination of this Agreement.

Appendix B

Compensation Schedule



Professional Fee Schedule Effective January 1, 2026

IEA provides consulting services using the following rate schedule for project activity on a time-and-materials basis. This schedule will be adjusted on an annual basis. Additionally:

- Work performed beyond a normal working day (defined as hours in excess of 8 hours a day), weekends and national holidays will be billed at time and one-half.
- Current mileage rate is billed at the IRS mileage rate plus a 20% mark-up. Mileage rate may be adjusted to reflect fluctuations in fuel costs.
- Travel expenses include airfare, lodging, transportation, and meals, will be billed with a 20% mark-up.

IEA’s services will be billed at the following rates per hour:

Project Management	Rate
▪ Division/Regional Manager	\$170.00
▪ Senior Project/Account Manager	\$152.00
▪ Account Manager	\$146.00
▪ Project Manager	\$146.00
▪ Administrative Support	\$98.00

Professional/Technical Staff	Rate
▪ Sr. Certified Industrial Hygienist.....	\$210.00
▪ Certified Industrial Hygienist.....	\$181.00
▪ Certified Safety Professional	\$165.00
▪ Sr. Professional Engineer	\$192.00
▪ Senior Mechanical Engineer	\$172.00
▪ Mechanical Engineer II	\$145.00
▪ Mechanical Engineer I	\$130.00
▪ Senior Environmental Technician	\$123.00
▪ Environmental Technician I/II.....	\$120.00

Emergency services and rates for services after hours, weekends or under extenuating circumstances will require an increased labor rate one and one-half times the above rates.

Asbestos, Lead & IAQ Laboratory Fees



Asbestos

Bulk Samples - Polarized Light Microscopy (PLM)

# Samples Per layer	RUSH 3 Hour*	RUSH 6 Hour*	24 Hour	48 Hour	72 Hour
1 – 199	\$52 each	\$36.5 each	\$26 each	\$24 each	\$21 each
200 or more	Call for pricing				

*Rush pricing is cost plus \$80 for time and mileage. Time is from when lab receives samples. Additional times and costs are available

Air Samples – Phase Contrast Microscopy (PCM) (In-house Analysis)

	Routine Price	Rush Price
All Samples (\$60 min. includes 2 samples)	\$22 each	1.5 x applicable rate

Air Samples – Transmission Electron Microscopy (TEM)*

Air samples by AHERA or YAMATE Level II Method

	24 Hour	6 Hour	4.5 Hour	Weekend Analysis
Individual Samples (24 hours)	\$150/Sample	\$180/Sample	\$300.00/Sample	Add \$650 Set-up Fee to Sample Charge

Lead

Lead Dust Wipe Samples/ Lead Air Samples/ Lead Paint Chips/ Soil Sample (Flame AA)

6 Hour	1 Day
\$52	\$25

Lead in Air/Soil Samples (Graphite Furnace)

	24 Hours or Greater	Less Than 24 Hours
All Samples	\$83	Call for pricing

Lead in Paint Samples

	1-5 Days	6 Hours
All Samples	\$26	\$56

Lead in Water Samples

	24 Hours or Greater
All Samples	\$28

Lead Toxicity Characteristic Leaching Limit Procedure (TCLP)

	3-Day	2-Day	30-Hour
All Samples	\$172	\$246	\$511

Radon

Sample Type	Cost
Short-Term (1-99)	\$16
Short-Term (100 and up)	\$14
Continuous Radon Monitor	\$250 per sampling event

Asbestos, Lead & IAQ Laboratory Fees



PCB EMSL Samples

2 Week	1 Week	4 Day	3 Day
\$120	\$174	\$197	\$235

Indoor Air Quality

Laboratory Analysis (Per Sample)*

- Air-O-Cell 24-hour turnaround.....\$56
- BioReveal Surface Swab\$13
- Bioaerosol Air Sample (fungal)\$120
- Bioaerosol Contact Sample (fungal)\$120
- Dust Characterization (1 week turnaround).....\$56
- Dust Characterization (24 hour turnaround).....\$135
- Formaldehyde Call for pricing
- Heterotrophic Plate Count\$22
- Hexavalent Chromium..... Call for pricing
- Legionella\$144
- Microvac bulk dust fungal analysis (dilution/culturable method)\$120
- Microvac bulk dust fungal analysis (direct read method)\$70
- Silica..... Call for pricing
- Tease Tape sample analysis.....\$56
- Total Volatile Organic Compounds (TVOC) (3M 3500)..... Call for pricing
- Volatile Organic Compounds (VOC) (range \$100-258)..... Call for pricing
- VOC Scan (GC/MS – Qualitative, 70 compounds) Call for pricing
- VOC Scan (GC/MS – Quantitative, up to 15 compounds)..... Call for pricing
- Welding Fume Scan (13 Metals)..... Call for pricing

NOTE: Delivery costs are billed on a direct basis

* Analysis of other compounds, alternate analytical and sampling methods, and rush analysis, may affect per unit costs.

Equipment Use Rates (Per Day)

- Air Flow Meter & Micromanometer.....\$55
- Airborne Particulate Counter Call for Pricing
- Anderson/Quick Take 30/Buck Bioaire Sampler (bioaerosols)\$60
- Balometer\$55
- Dosimeter\$100
- Four Gas Meter\$55
- Hygrometer\$30
- Infrared Camera\$80
- Ion Counter.....\$55
- Moisture Meter\$30
- Noise Dosimeter Calibrator\$15
- Noise Dosimeter\$100
- Noise Dosimeter Rental.....\$100

Equipment Use Rates (Per Day)

- Personal Air Sampling Pump Calibrators (Check-Mate, DryCal, etc.).....\$30
- Personal Air Sampling Pumps.....\$55
- Photo Ionization Detector (PID) Call for Pricing
- Pressure Differential Meter.....\$55
- Projector\$40
- Respirator Fit Test Kit (up to 20 fit tests)\$25
- SciAps X-550 PB (Paint)\$260
- Sound Level Meter\$130
- TSI Q-Trak (carbon dioxide, carbon monoxide, temperature, relative humidity).....\$55



FLR Sanders, Inc.
3079 92nd Avenue
Princeton, MN 55371

Proposal

DATE: 6/15/2026

PROPOSAL FOR:

**BOLD Public Schools
701 South 9th Street
Olivia MN 56277**

**Project:
Gym Floor Replacement**

DESCRIPTION

Olivia Large Gym Installation 7116 sq ft

INSTALLATION OF NEW PUR COMPLIANT MAPLE FLOOR SYSTEM: Includes material and installation of 2" AcerFlex TP II Flooring System

- Maple shall be 25/32" x 2-1/4" Random Length MFMA, Second and Better Grade Maple.
- Prefabricated plywood panels with EPDM rubber pads to complete the subfloor system.
- Game lines shall be applied utilizing compatible Bona gymnasium floor paint applied according to manufacturer instructions. Precision taping machines will be used as required. As specified by the governing authority, game lines shall include the following:
- Main Basketball Court - Main Volley ball court - Side Volleyball Courts - Existing Artwork Allowance

INCLUDED SUPPORTING ACCESSORIES

VENT COVE BASE: Provide and install black vent cove base material around perimeter of gymnasium.

THRESHOLDS: Provide and install custom built aluminum thresholds at doorways.

VOLLEYBALL COVER PLATES: Provide and install volleyball sleeve cover plates.

THE FOLLOWING ARE OPTIONS AND WOULD BE AMMENDMENTS TO THE TOTAL COST IF DESIRED

OPTION FOR ACCESS COVER FOR POLE VAULT PIT: ADD \$2,000.00

OPTION TO UPGRADE GRAPHICS AND COURT LAYOUT: Cost will be bid separately. FLR Sanders, Inc. offers artwork design services free of charge with any sand and finish project. Artwork revisions are designed and produced by FLRSanders, Inc. in conjunction with District. Associated costs will be determined by selected layout.

Note: FLR Sanders Will Check Concrete Substrate For Required Flatness Of No More Than 1/8" In 10' Deviation From Flat. Any Required Correction Will Be At Additional Cost. FLR Sanders Will Check RH In Concrete Substrate. The Required RH level Is To Be No Greater Than 85%. Any Required Vapor Barrier Or Remediation Will Be At Additional Cost.

** Proposal may be withdrawn if not accepted within 60 days.

Total \$131,076.00

All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices. Customer responsible for all costs of collection including reasonable attorney fees and expenses. 208 three phase power and dumpsters by owner. Slab testing by FLR Sanders, Inc. Slab leveling by others. Unlimited access to jobsite required for schedule and drying times. List after hours contact:

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BOLD Elementary School Board Reports

[BOLD Public School Strategic Plan 2022-2025](#)

Mission Statement

"The mission of the BOLD School District is to: Provide all learners in the BOLD community an education designed to develop the creativity, character, confidence, and skills essential to flourish in a changing global society."

Vision Statement

The BOLD School District: United to achieve excellence and expecting the best – Be BOLD.

June 2026 Report

<p>ACHIEVEMENT & OPPORTUNITY</p> <p>GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.</p>	<p>Local Literacy Plan</p> <ul style="list-style-type: none">- Every year, the school district must submit a Local Literacy Plan as part of the READ Act. I met with a team of teachers at the end of the school year to review our data and to get their input into the direction for the coming school year with regards to our literacy goals. Based on the conversations with them and the input and feedback from our Continuous Improvement Coach and our Regional Literacy Lead, the following four goals have been set for this coming school year:<ol style="list-style-type: none">1. By Spring 2028, the percentage of BOLD Elementary students receiving SPED services who are proficient in reading will increase from 20.0% to 35.0% by aligning instructional materials, reducing the gap with students not receiving SPED services from 29.3 percentage points to 19.0 percentage points. Annual targets will be 25.0% in 2026, 30.0% in 2027, and 35.0% in 2028.2. By Spring 2027, the percentage of BOLD students in Kindergarten & 1st Grade who are proficient on the EarlyReading assessment through FastBridge will increase by 8 percentage points, from 56% in Spring 2026 to 64% in Spring 2027.3. By Spring 2027, the percentage of BOLD Elementary students in Grades 1st, 2nd, and 3rd who are proficient on the Oral Reading Fluency (CBM-R) assessment through FastBridge will increase by 8 percentage points, from 50% in Spring 2026 to 58% in Spring 2027.4. By Spring of 2027, the percentage of BOLD Elementary students in Grades 4, 5, and 6 who are proficient on the aReading assessment through FastBridge will increase by 10 percentage points, from 57% in Spring 2026 to 67% in Spring 2027.- You can find BOLD's Local Literacy Plan on our BOLD website by starting at the main page → click on Menu (top right corner) → District → Plans. It is also attached HERE.
<p>RECRUITMENT & RETENTION</p> <p>GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.</p>	<p>Mentoring and Induction</p> <ul style="list-style-type: none">- We are officially part of a grant to rebuild our Mentoring and Induction program. We have 4 teachers who have agreed to be part of the process. Jenny Lanckenau, Missy Honzay, Ethan Staples will serve as mentors for new staff, and Sarah Iverson will serve as the coordinator for our Mentoring and Induction program! We are excited for this team to help support, guide, and grow our new teachers. <p>Instructional Coach</p> <ul style="list-style-type: none">- Sarah Iverson will be serving as our K-12 instructional Coach. We are excited for this opportunity, not only for our teachers but also for our students and district. This position is a new position to our school. The purpose of an instructional coach is to partner with teachers to support and encourage evidence-based practices, as well as to help make data-based decisions

that will ultimately increase student achievement.

SAFETY & WELLNESS

GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.

Construction is everywhere, and it is exciting to see the progress, knowing that the end goal is to provide staff and students with a safe, secure, and up-to-date facility. Having the construction completed this year will naturally improve the mental wellness of all!

ENROLLMENT

Grade	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
K	42	40	41	40	40	39	39	39	41	41
1	51	49	49	50	49	49	50	50	50	50
2	32	31	31	31	31	31	31	31	31	31
3	49	47	49	48	45	44	44	43	44	45
4	52	55	55	55	54	54	54	55	55	55
5	35	34	35	35	35	35	35	35	36	36
6	37	36	34	33	33	33	33	33	33	33
ELEM TOTAL	298	292	294	292	287	285	286	286	290	291

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Bird Island-Olivia-Lake Lillian (2534-01)

Date Submitted to the State 06/09/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Bird Island-Olivia-Lake Lillian (2534-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota 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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Bird Island-Olivia-Lake Lillian (2534-01)'s literacy goal(s) for the 2025-26 school year:

BOLD will continue to offer professional learning in structured literacy for all Phase 1 teachers, including K-6 classroom teachers, Reading intervention teachers, English language teachers, Special Education teachers, and administration.

BOLD 7-12 staff will explore structured literacy for secondary teachers. BOLD Special Education paraprofessionals will receive professional learning in structured literacy.

The following was implemented or changed to make progress towards the goal(s):

BOLD Phase 1 teachers continued through Volume 2 of LETRS, completing it in June 2026. BOLD Special Education paraprofessionals were provided structured literacy training. Master schedule changes were made to provide additional literacy support for students in the secondary school. The Phase 2 professional development program was chosen and will be started in August 2026. A current staff member served as an Instructional Coach one day per week to aid in the implementation of structured literacy.

The following describes how Bird Island-Olivia-Lake Lillian (2534-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Every student at BOLD School is not reading at grade level.

Bird Island-Olivia-Lake Lillian (2534-01)'s literacy goal(s) for the 2026-27 school year:

By Spring 2028, the percentage of BOLD Elementary students receiving SPED services who are proficient in reading will increase from 20.0% to 35.0% by aligning instructional materials, reducing the gap with students not receiving SPED services from 29.3 percentage points to 19.0 percentage points. Annual targets will be 25.0% in 2026, 30.0% in 2027, and 35.0% in 2028. By Spring 2027, the percentage of BOLD students in Kindergarten & 1st Grade who are proficient on the EarlyReading assessment through FastBridge will increase by 8 percentage points, from 56% in Spring 2026 to 64% in Spring 2027. By Spring 2027, the percentage of BOLD Elementary students in Grades 1st, 2nd, and 3rd who are proficient on the Oral Reading Fluency (CBM-R) assessment through FastBridge will increase by 8 percentage points, from 50% in Spring 2026 to 58% in Spring 2027. By Spring of 2027, the percentage of BOLD Elementary students in Grades 4, 5, and 6 who are proficient on the aReading assessment through FastBridge will increase by 10 percentage points, from 57% in Spring 2026 to 67% in Spring 2027.

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

The Local Literacy Lead, Kristine Flohrs Krafka, for Bird Island-Olivia-Lake Lillian (2534-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead collaborates regularly with District and School Leadership Teams to support the district's literacy goals. Through data analysis, professional learning, coaching, and strategic planning, the District Literacy Lead helps teams strengthen literacy instruction, monitor implementation, and make informed decisions to improve student outcomes.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

No - The District Literacy Lead has not completed an approved READ Act Professional Development Program for the following reason(s):

The District Literacy Lead (DLL) has a K-12 Reading License and has completed the necessary training. A waiver was not granted because the coursework was completed before the audit. The DLL will complete the KPEERI (Knowledge and Practice Examination for Effective Reading Instruction).

Bird Island-Olivia-Lake Lillian (2534-01) Local Literacy Plan is posted on the district website at

<https://www.bold.k12.mn.us/page/plans>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Bird Island-Olivia-Lake Lillian (2534-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Bird Island-Olivia-Lake Lillian (2534-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	na
	Grade 1	MDE Composites	na
	Grade 2	MDE Composites	na
	Grade 3	MDE Composites	na

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Bird Island-Olivia-Lake Lillian (2534-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 12	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Bird Island-Olivia-Lake Lillian (2534-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

The district will use all subtests of Capti ReadBasix during the 2026-27 school year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Bird Island-Olivia-Lake Lillian (2534-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	40	26	39	31	41	25
1st	49	27	50	24	49	27
2nd	31	20	31	16	31	17
3rd	46	20	43	22	45	21

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Bird Island-Olivia-Lake Lillian (2534-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Bird Island-Olivia-Lake Lillian (2534-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	41	16
1st	49	22
2nd	31	14
3rd	45	24

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Bird Island-Olivia-Lake Lillian (2534-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Bird Island-Olivia-Lake Lillian (2534-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	55	54	30	26	24	0
5th	37	37	14	14	12	0
6th	33	32	17	17	17	0
7th	59	58	33	31	27	0
8th	48	47	22	20	15	0
9th	46	41	12	10	10	0
10th	53	53	19	4	4	0
11th	42	41	14	5	4	0
12th	45	43	23	7	5	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Bird Island-Olivia-Lake Lillian (2534-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

BOLD Schools uses a systematic process of universal screening, diagnostic assessment, progress monitoring, classroom performance data, and teacher observations to identify student literacy needs. Grade-level teams, interventionists, and administrators regularly review FastBridge and other student data to determine appropriate evidence-based instructional practices and interventions within the MTSS framework. Student progress is monitored regularly, and instructional supports are adjusted as needed to ensure interventions remain aligned to individual student needs.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Grade-level teams regularly review student achievement and screening data to evaluate the effectiveness of core instruction. When data indicate that students are not meeting benchmark expectations, teams analyze instructional practices and identify opportunities to strengthen Tier 1 supports before considering additional intervention. Differentiation within Tier 1 is guided by ongoing formative assessment, classroom performance, and universal screening data. Teachers use flexible grouping, targeted small-group instruction, scaffolded supports, and enrichment opportunities to address students' varying literacy needs while maintaining access to grade-level content and instruction.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Students are considered for Tier 2 or Tier 3 reading intervention based on multiple sources of data, including universal screening results, diagnostic assessments, classroom performance, progress monitoring data, and teacher input. Grade-level teams review student data regularly through the district's MTSS process to identify students who may require additional support beyond Tier 1 instruction. Generally, students performing below benchmark expectations and demonstrating a need for targeted skill development may qualify for Tier 2 interventions. Students with significant skill deficits, limited response to Tier 2 interventions, or performance well below benchmark may qualify for Tier 3 interventions. Decisions are based on both the severity of need and the student's response to previous instructional supports. At the elementary level, intervention placement is primarily informed by FastBridge screening and progress monitoring data, diagnostic assessments, and classroom performance.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

BOLD Schools uses a data-based decision-making process to monitor the effectiveness of Tier 2 and Tier 3 reading interventions. Students receiving interventions are progress monitored regularly using FastBridge and other skill-specific assessments aligned to their identified area(s) of need. Interventionists and classroom teachers review progress monitoring data to determine whether students are making adequate growth toward established goals. Grade-level and MTSS teams meet regularly to analyze student progress and evaluate intervention effectiveness. When students demonstrate insufficient progress, teams consider intensifying support by increasing intervention frequency, duration, group size, instructional focus, or intervention program. If students meet established goals and demonstrate sustained progress, intervention supports may be reduced or discontinued.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students exit Tier 2 or Tier 3 reading interventions when multiple data sources indicate they are demonstrating proficiency and can successfully access grade-level instruction with Tier 1 supports alone. Exit decisions are based on progress monitoring data, universal screening results, classroom performance, diagnostic assessment data, and teacher input. Grade-level and MTSS teams review student data regularly to determine whether intervention goals have been met and whether progress has been sustained over time. Students exiting intervention continue to be monitored through universal screening and classroom performance data to ensure continued success. At the elementary level, exit decisions are primarily informed by FastBridge benchmark attainment, progress monitoring trends, and classroom performance. This process ensures that intervention services are provided for as long as needed and that students are transitioned successfully back to Tier 1 supports.

Continuous Improvement for Data-Based Decision Making for Action

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

BOLD Schools is refining its data-based decision-making processes at the secondary level to create a more systematic approach to identifying, monitoring, and supporting students with reading needs. Planned changes include establishing clearer criteria for intervention entry and exit, implementing consistent progress monitoring procedures, and increasing the use of multiple data sources, including screening results, diagnostic assessments, course performance, and teacher input. The district is also strengthening collaborative data review processes through regular MTSS and student support team meetings to ensure instructional decisions are based on timely and comprehensive student data. In addition, BOLD Schools has added a full-time instructional coach who will support teachers in analyzing student data, implementing evidence-based literacy practices, differentiating instruction, and monitoring the effectiveness of interventions. These improvements will support earlier identification of reading needs, more targeted interventions, and more consistent monitoring of student progress to ensure students receive the level of support needed to achieve literacy success.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Bird Island-Olivia-Lake Lillian (2534-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- More than one of the above

Continuous Improvement for Parent Notification

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Families at all levels (K-12) will be sent a letter if their child reads below grade level.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Bird Island-Olivia-Lake Lillian (2534-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: BOLD Schools used a collaborative and data-driven process to select evidence-based Tier 1 literacy resources. The process included reviewing student achievement data, identifying instructional needs, evaluating alignment to Minnesota academic standards and READ Act requirements, and examining the research base supporting potential programs.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: BOLD Schools followed a structured timeline for selecting and implementing Tier 1 literacy resources. Selection included input from district and building leadership, teachers, and instructional staff to ensure alignment and feasibility. Once a resource was selected, the district implemented a phased rollout that included initial and ongoing professional development for staff focused on effective use of the curriculum and alignment to the science of reading. Teachers received training prior to implementation and continued coaching support throughout the year from

instructional leadership and the instructional coach.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will implement Wit & Wisdom as the core Tier 1 literacy curriculum in all K-6 classrooms. Prior to implementation, staff will participate in comprehensive professional development focused on curriculum design, instructional routines, and effective literacy practices. Ongoing coaching and support will be provided by district leadership and the full-time instructional coach to ensure strong implementation and instructional fidelity. Implementation will be monitored through classroom walkthroughs, collaborative team planning, and student achievement data to ensure consistent delivery and continuous improvement of Tier 1 instruction across all K-6 classrooms.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Bird Island-Olivia-Lake Lillian (2534-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Orton Gillingham	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
Other Resources - Read Live	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
	Tier 2	Grade 6	20

Continuous Improvement for Literacy Intervention Resources

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will implement changes to literacy intervention resources in grades K-12, including the adoption of the REWARDS intervention program for secondary students who demonstrate needs in decoding, multisyllabic word reading, and reading fluency. REWARDS will be used as a structured, evidence-based intervention within Tier 2 and Tier 3 supports based on student need as identified through screening, diagnostic data, and progress monitoring.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Bird Island-Olivia-Lake Lillian (2534-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$26,724

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$34,724

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Bird Island-Olivia-Lake Lillian (2534-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$24,723

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$41,786

The plan to spend down the remaining funds are as follows:

We will use the funds for evidence-based curricular resources, evidence-based intervention resources for secondary, and professional learning for secondary teachers.

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Both
Stipends for teachers completing literacy professional development	Both

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Bird Island-Olivia-Lake Lillian (2534-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Bird Island-Olivia-Lake Lillian (2534-01) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

12/31/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

BOLD Schools will support teachers who do not initially meet the vendor proficiency benchmark of 80% through targeted follow-up professional learning and individualized coaching. Teachers will be provided opportunities to revisit training modules, engage in additional practice with curriculum materials, and receive clarification on instructional routines and expectations. The district's instructional coach will provide ongoing job-embedded support, including modeling lessons, co-planning, observation and feedback cycles, and guided implementation of instructional practices. In addition, the Regional Literacy Team will provide support through targeted coaching, professional learning, and implementation guidance aligned to evidence-based literacy practices. Building and district leaders will also monitor implementation and provide additional support as needed to ensure growth over time.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

BOLD Schools collects fidelity data to ensure teachers are implementing systematic, explicit, and diagnostic evidence-based literacy instruction. Fidelity data includes classroom walkthroughs, curriculum implementation checklists, and coaching documentation. Feedback is provided to support continuous improvement and consistency across classrooms.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

BOLD Schools uses fidelity data to guide ongoing coaching support and feedback for teachers to ensure consistent implementation of systematic, explicit, and diagnostic evidence-based literacy instruction. Instructional coaches and building leaders review walkthrough data and curriculum implementation checklists to identify trends in instructional strengths and areas for growth. This data is used to inform professional learning and ensure consistent implementation of evidence-based practices.

The following changes in instructional practices have impacted students:

Teachers have also developed a deeper understanding of how foundational literacy curricula influence student learning, particularly in phonemic awareness, phonics, and early reading development. While universal screening and summative assessment data have not yet reflected high levels of growth, this data has been essential in identifying areas where instructional practices and intervention supports must continue to be strengthened and refined.

Bird Island-Olivia-Lake Lillian (2534-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

BOLD Schools is in the early stages of developing and strengthening culturally responsive literacy practices across K-12 instruction. Initial work has focused on building awareness among staff regarding the importance of student identity, cultural background, and lived experiences in literacy learning, as well as the role these factors play in student engagement and access to grade-level instruction. Moving forward, the district will support teachers in examining their own biases and assumptions through professional learning, reflection opportunities, and collaborative discussion. This work will be embedded within ongoing literacy professional development and coaching cycles to support instructional growth.

Bird Island-Olivia-Lake Lillian (2534-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

BOLD Schools will provide ongoing literacy-focused professional development to strengthen teacher capacity in evidence-based instruction aligned to the strands of the English Language Arts standards: reading, writing, and exchanging ideas (speaking, listening, and collaborative discussion). Professional learning will focus on the science of reading, including systematic and explicit instruction in foundational skills, comprehension strategies, vocabulary development, and disciplinary literacy. Additional training will support teachers in strengthening writing instruction and integration of writing across content areas.

Continuous Improvement for Professional Development Plan

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to the professional development plan for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will revise its professional development plan to place a stronger emphasis on alignment between the English Language Arts (ELA) standards and Tier 1 curriculum implementation. PD will be more

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

intentionally structured to support teachers in understanding and applying the reading, writing, and exchanging ideas strands of the standards within daily literacy instruction. The updated plan will include more job-embedded professional learning focused on implementation of the core curriculum, with an emphasis on alignment to grade-level ELA standards. Teachers will engage in collaborative planning and data-informed discussions to strengthen consistency of instruction across classrooms and grade levels. In addition, the district will increase coaching support through the full-time instructional coach, with a focus on supporting implementation of standards-aligned literacy practices and providing feedback tied to instructional expectations. Professional development will be ongoing, sustained, and directly connected to classroom practice and student data to ensure continuous improvement in literacy instruction.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	7	7	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	3	3	0	0
K-3 Classroom teachers	8	5	3	0
K-12 Teachers holding English as a second language licenses	1	0	1	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	4	1	3	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	9	0	0	9
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	0	0	1
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

0

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Bird Island-Olivia-Lake Lillian (2534-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Bird Island-Olivia-Lake Lillian (2534-01) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will continue strengthening its Multi-Tiered System of Supports (MTSS) framework with a focus on improving consistency and effectiveness of literacy supports across K-12. The district will continue working with the COMPASS team to further develop its MnMTSS framework, including refining teaming structures, roles, and responsibilities. Additional changes will include more consistent MTSS meeting structures, clearer data-based decision-making protocols, and stronger alignment between core instruction and intervention supports.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Bird Island-Olivia-Lake Lillian (2534-01) does not include a DLI Program

BOLD High School Board Report

[BOLD Public School Strategic Plan 2022-2025](#)

Mission Statement

"The mission of the BOLD School District is to:

Provide all learners in the BOLD community an education designed to develop the creativity, character, confidence, and skills essential to flourish in a changing global society."

Vision Statement

The BOLD School District: United to achieve excellence and expecting the best – Be BOLD.

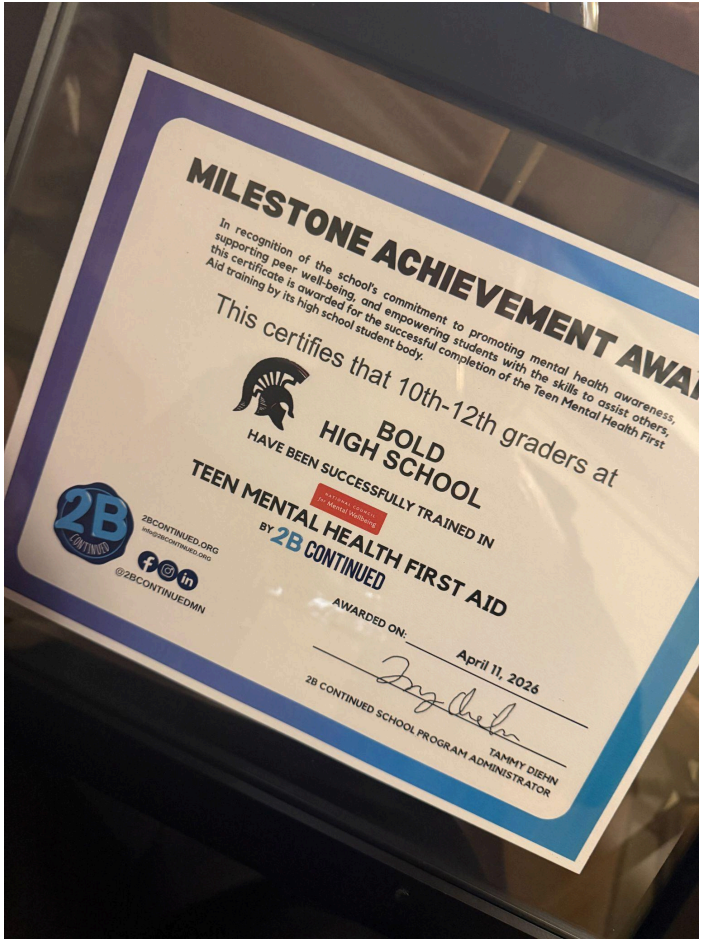
BOLD Pillars of Engagement

Engaged BOLD students are: problem solvers, feel respected and respect others, are empathetic human beings, and engaged BOLD students want to learn, they are responsible and take ownership of their learning.

June 2026 Report

ACHIEVEMENT & OPPORTUNITY GOAL: Build a diverse range of academic and extracurricular opportunities that the BOLD community can access.	<ul style="list-style-type: none">❖ 📅 25-26 Attendance and Behaviors❖ CTE Opportunities: LEAD Network and MACTA Fellowship:<ul style="list-style-type: none">📅 26-27 CTE Leadership Opportunities: Board Information❖ Northern Cass Personalized Learning Conference❖ DIRS: OSS and ISS down❖ Professional Development Schedule for 26-27❖ Summer School in session until July 16, 2026
RECRUITMENT & RETENTION GOAL: Build an environment in which our employees thrive. Hire, train, and retain high-quality staff.	<ul style="list-style-type: none">❖ Mentorship Program w/SWWC & MDE Statewide Mentoring Grant❖ Professional Development w/MDE 2026-27 Learning Series: Teacher Development and Evaluation (TDe) and Principal Development and Evaluation (PDe) Frameworks❖ Continuing MnMTSS and Compass work-Collaboratively Linked Teams
SAFETY & WELLNESS GOAL: Build an environment that prioritizes safety by promoting physical and mental wellness for all.	<ul style="list-style-type: none">❖ Mentorship Program❖
FACILITIES & MAINTENANCE GOAL: Build a facilities plan to help maintain and enhance our educational and technological infrastructure.	<ul style="list-style-type: none">❖ Partway moved into new offices. There is a long way to go before we are fully functional.

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
7		64	66	66	63	64	63	63	63	63
8		52	58	58	55	54	53	54	54	53
9		45	46	46	45	43	44	46	45	46
10		56	55	54	54	54	54	53	53	53
11		47	47	47	47	47	47	47	47	46
12		50	50	51	50	50	48	48	47	48
Total	300	314	322	322	314	312	309	311	309	309



Congratulations!

†MHFA GRADUATES



2B CONTINUED

Mental Health FIRST AID
from NATIONAL COUNCIL FOR MENTAL WELLBEING



BOLD ACTIVITIES REPORT – 6/22/26

1. CONGRATULATIONS, BOLD SOFTBALL!

- A. The 2026 BOLD softball team became the first in program history to advance to the state tournament. They finished the season with a record of 23-8, and placed 3rd at the Class A state tournament. The girls lost 3-5 to the eventual state champion, United South Central.
- i. Congratulations to Abby King & Kaitlyn Flann who were selected as members of the Class A state tournament All Tournament Team by the Softball Coaches Association.

2. CONGRATULATIONS, KEELEY JANSEN!

- A. Keeley Jansen advanced to the state track meet in the girls' 3200 meters event. Keeley finished 15th at the state meet.
- i. BLHS student Cayden Wiggins also represented the BOLD/BLHS program at the state track meet where he finished 15th in the men's 200 meters event.

3. STUDENT PARTICIPATION RATES 2025-26

- A. These are the rates that BOLD students participated in a MSHSL-sponsored activity, with the exception of music contests. All other MSHSL-sponsored are contingent upon a registration that I can track, but music contests come from our band and choir classes, so I can not track those names and numbers as easily.
- i. 12th Grade: 16 boys & 16 girls participated = 32/50 or 64%
 - ii. 11th Grade: 23 boys & 13 girls participated = 36/48 or 75%
 - iii. 10th Grade: 17 boys & 19 girls participated = 36/56 or 64%
 - iv. 9th Grade: 22 boys & 13 girls participated = 35/49 or 71%
 - v. 8th Grade: 17 boys & 18 girls participated = 35/58 or 60%
 - vi. 7th Grade: 25 boys & 19 girls participated = 44/62 or 71%
 - vii. Overall, in grades 7-12 = 120 boys & 98 girls participated = 218/323 or 67%
- B. Over the ten years that I have been at BOLD, this percentage has ranged between 60-78% of our students being involved in some program. The more kids that we can connect with another caring adult via one of these programs, the better chance we have of making meaningful connections with all kids. We would like to have 100% of our kids involved in something outside of the classroom, but that is not realistic. We are in the middle of the normal range right now, but we want to keep encouraging kids to try new things, and to do that we need to keep offering programs that draw their interest.

4. MSHSL DUES FOR 2026-27

- A. Our full MSHSL membership dues for the 2026-27 school year will be: \$3,536. This includes our \$100 school fee, our \$396 per enrollment fee, and \$3,040 in activity fees for the various MSHSL programs that we offer.
 - i. In several previous years, the MSHSL has been in a good place financially and has not collected the full fee. While this is our total membership dues, it may be less than that in the end once the MSHSL finishes this fiscal year and determines if they need to collect the fees in full for 26-27. The final bill, with the amount due, will generally be received in July or August.

Community Ed - Board Report

June 2026

Activities

Registrations Numbers (Final)

Activity	Dates	Time	Registrations
Women's Strength, Mobility, & Balance	June & July	Tuesdays & Thursdays 8:45-9:45 AM	15
Open Gyms (Olivia Large Gym)	June & July	Monday & Wednesdays 10:00 AM - 12:00 PM	93
BOYS Warrior Summer Strength: Introduction to Weight Training (Grades 7-9)	June & July	Monday, Wednesday, & Alternating Fridays 7:30-8:30 AM	Full (19)
GIRLS Warrior Summer Strength: Introduction to Weight Training (Grades 7-9)	June & July	Tuesday, Thursdays, & Alternating Fridays 7:30-8:30 AM	15
Warrior Speed & Agility (Grades 5-6)	June & July	Monday & Wednesdays 8:45-9:45 AM	Full (20)
Warrior Track & Field Camp (Grades K-7) COMPLETED	May 26-29	9:30-10:30 AM	37
Warrior GIRLS Basketball Camp COMPLETED	June 8-11	9:30-10:30 AM (1-3) 10:30-12:00 PM (4-6)	40
Warriors BOYS Basketball Camp COMPLETED	June 8-11	1:00-2:00 PM (1-3) 2:00-3:00 PM (4-6)	24
Warrior Volleyball Camp COMPLETED	June 15-18	1:00-2:00 PM (1-3) 2:00-3:00 PM (4-6)	49
Warrior Softball Throwing & Hitting Camp	June 22-24	1:00-2:00 PM (3-6) 2:15-3:45 PM (7-9)	27
Pickleball Camps	July 6-9	1:00-2:00 PM (4-6) 2:00-3:00 PM (6-8)	8

347 Total Registrations

[Summer 2026 Community Education Financial Report](#) (updated on 6/16/26)

Kids Arts & Crafts Information

This spring, we sent out a community survey to gauge interest in potential fine arts classes. One of the most popular options was a Kids Arts & Crafts Class, which received strong interest from families.

We are excited to announce that Ava Ahlbrecht will be leading this class August 3–6 for students entering grades K–6. Classes will be held in the morning.

We will begin with one section, which requires a minimum of 7 students and will be capped at 15 students. If the first section fills, we will open a second section immediately following the first class on the same dates.

The summer meal program started on Monday at St. Mary's
Breakfast is from 8:30 - 9:00
Lunch is from 11:45 - 12:30

For breakfast, we are serving around 60 students
For lunch, we are serving around 65 students.

We have the learning fun house, some home-schooled families, migrant and walk-ins from Bird Island, and Olivia using the program.

BOLD Community Pool Update – June, 2026

We wanted to share some updates and information about what's happening at the BOLD Community Pool:

Facility Updates

- **Construction is still underway**, with a shorter list left.

Programs & Events

- **Monthly Flyers** are being made and posted throughout the area as well as information on various websites such as **Bold Schools** and **City of Olivia**
- **Private Lessons** are happening this Summer
- **Summer Lesson registration** is now open for **Session Three Daytime** and **July Eve Lessons**
- **Summer Camp -Swim Like a Mermaid**
- **Summer Camp- Diving One and Diving Two**
- **Daytime Lessons for Session One** is done.
- **Daytime Lessons for Session Two** now in session.
- **Evening Lessons for June** are almost done with great numbers.

Ongoing and other Programming – June and beyond

- **Adult Lap Swim (AM):** Mondays, Wednesdays, and Fridays
- **Water Exercise & Evening Lap Swim:** Mondays and Wednesdays
- **In Service** for staff June and July
- **Pool Rentals** for summer -
- **Free Swim Tuesdays-** Grant from Renville County for the Summer along with other pools in the county.


Stay Connected


Information about programs, events, and updates can be found on:

- **City of Olivia website**
- **BOLD School website**
- **Facebook**
- **Remind App**
...and other communication channels.

Please don't hesitate to reach out with any questions!

Tracey Johnson Pool Coordinator, BOLD Community Pool

 Tracey.johnson@bold.k12.mn.us

 320-523-1031 ext. 3152

Monthly board report (06/15/26)

Struggles/concerns:

- Working around construction
- Water issue in BI basement, water still coming into the building.
- Sprinkler pipes/fittings in BI are starting to leak

Accomplishments:

- Drains for the pool deck are scheduled to be replaced
- Elementary hallway steam pipes are scheduled to be replaced
- Got main offices, science rooms, choir room cleared out so construction can continue
- No more water in the olivia boiler room after sump pump was installed

Working on:

- Waiting on quotes for the sprinkler pipes over in BI, getting 2 quotes
- Getting floors waxed, carpets cleaned, and rooms painted

I got the quote back for the boiler condensate tank replacement, looking for approval to continue on with the necessary replacement. Will be going with the stainless steel condensate tank with a total cost of \$33,425.

District Advisory Committee Minutes

May 27, 2026

Attendees: MaryElla Clouse, Todd Frank, Tim Tydlacka, Elizabeth Torkelson, Agibail Brede, Sarah Iverson, Kris Krafka, Missy Bodin

Absent: Levi Swanson

- ❖ The meeting was called to order at 10.32 A.M.
- ❖ A welcome and introductions followed.
- ❖ Information Items
 - Purpose of the District Advisory Committee (DAC)
 - Sections of Policies 616 (School District Accountability) and 613 (Graduation Requirements) were highlighted to show the purpose of DAC.
 - DAC is a collaborative process. Until now BOLD has had zero infrastructure for this for a number of years.
 - Policy 613 (Graduation Requirements) was made available to committee members.
 - Missy gave a brief overview of the current elective classes at BOLD (photography, band, choir, Global Studies II, music). She notes there are currently no math electives.
 - A pie graph of CTE (Career and Technical Education) clusters was available for viewing. Missy noted where BOLD currently fits in that wheel of course offerings and some possible new classes to be added.
- ❖ Discussion Items
 - Building the district advisory committee
 - DAC requires active community participation
 - Brainstorming community people that may be interested in working on this vision for BOLD. Members will contact these individuals.
 - Focus for the next meeting will be streamlining goals from several sources
 - Mission statement
 - Core values: Currently we have Building on Learning.
 - Multi-tiered Systems of Support (MTSS)
 - Achievement and Integration Report (previously known as the World's Best Work Force Report) which has goals.
 - Comprehensive needs Assessment (CNA): goals for closing the gap between SPED and the general population in reading
 - Continuous Improvement Plan: Where do we want to go next?

District Advisory Committee Minutes

May 27, 2026

- Set Meeting Schedule
 - third Wednesday approximately every quarter 10:30 -11:30 A.M.
The time is subject to change depending on the community members we get to join.
 - The next meeting is August 19, 2026 10:30-11:30 A.M.
- ❖ The meeting adjourned at 11:10 A.M.

Facilities Committee Agenda

Tuesday, June 2, 2026

Olivia Media Center, 4-5 pm

GoogleMeet Link

Information Items:

- Gym Floor Update- Nicole V.
- Nexus Update -Nicole
 - Schedule shared and timing of the remaining project is very tight to complete before school begins in the fall. We have little room in the plan for any delays.
- Maintenance Update-just waiting on approval/quotes/decisions for steam piping, condensate tank, library flooring, gym floor, and elementary hallway tile.
- Choir room in Bird Island to be used for golf practice next spring

Discussion Items:

- Boilers
 - Condensate tank needs replacement.
 - Chappel Central quoting a replacement.
- Sewage leak
- Elementary hallway tile oozing adhesive
 - Nexus working to determine a root cause.
- Library flooring Steam pipe replacement- got quote back today for 350 of pipe replacement. Going to setup a time for them to come start replacing.
- Gym Floor
 - Nicole V's rationale
 - We should be able to take on the new gym floor using LTFM funds based on calculations. This is assuming abatement costs are paid using health and safety levy.

Action Items:

- Facilities walkthrough

The BOLD Finance Committee 05-14-26 Meeting was held in the District Trailer. The committee meeting was called to order by Sandy Benson, chair, at 4:00 p.m. Attendees were Kris Krafka, Sandy Benson, Todd Frank, Greg Peppel, Nicole Veith, and Tim Tydlacka.

The first items of discussion were around sharing information on Nexus and the construction budget and the 27SY budget update and planning. Nicole Veith informed us that state revenue had to be adjusted on the 27SY budget and that fine tuning awaits as enrollment numbers become clearer. Still waiting on Compensatory Funding update from the state legislature, but currently no major changes are forecast at this point in time. Discussion was held around the Permanent School Fund Transfer, which will be a General November 2026 Ballot question. Increasing the Permanent School Fund Transfer amount will help BOLD for revenue and have no tax liabilities to the district constituents.

Discussion was held around 714, Fund Balances and 721, Procurement Policy to bring to the full board for a first reading of three at the June board meeting. Some more research needed to be done. We reviewed language from seven other random districts across the state.

General discussion was had around LTFM plans and funds as well as the impact to the SY26 and SY27 budgets with labor agreements.

The meeting ended at 4:52 p.m.

Member _____ introduced the following resolution, June 22, 2026 and moved its adoption:

RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF CANDIDACY

WHEREAS Minnesota Statutes, section 205A.06 establishes the processes regarding affidavits of candidacy for election to a school board, including the requirement for publishing notice of the first and last dates on which affidavits of candidacy may be filed.

THEREFORE BE IT RESOLVED by the School Board of Independent School District No.2534 (BOLD, Bird Island-Olivia-Lake Lillian District), State of Minnesota, as follows:

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 2534 shall begin on July 14, 2026 and shall close on July 28, 2026. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2.00 filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the district, at least two (2) weeks prior to the first day to file affidavits of candidacy.

3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.

4. The notice of said filing dates shall be in substantially the following form:

NOTICE OF FILING DATES FOR ELECTION TO THE
SCHOOL BOARD INDEPENDENT SCHOOL DISTRICT NO.
2534
(BOLD, Bird Island-Olivia-Lake Lillian District)
STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 2534 shall begin on July 14, 2026, and shall close at 5:00 o'clock p.m. on July 28, 2026.

The general election shall be held on Tuesday, November 3, 2026. At that election, three (3)) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the school district clerk, BOLD District Office, 701 South 9th St., Olivia, MN 56277. The filing fee for this office is \$2.00. A candidate for this office must be an eligible voter, must be 21 years of age or more or will be upon on assuming office, will have maintained residence in the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election, except as authorized by Minnesota Statutes, section 204B.06, subdivision 9.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

The motion for adoption of the foregoing resolution was duly seconded by Member _____.

The vote on adoption of the Resolution was as follows:

The following voted for:

The following voted against:

The following were absent:

Whereupon, said Resolution was declared adopted by Independent School district No. 2534, (BOLD, Bird Island-Olivia-Lake Lillian District), State of Minnesota, this 22 day of June, 2026

By: _____
School Board Chair

By: _____
MaryElla Clouse, School Board Clerk

Dated: June 22, 2026

BY ORDER OF THE SCHOOL BOARD

/s/
MaryElla Clouse, BOLD School Board Clerk

NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL
BOARD INDEPENDENT SCHOOL DISTRICT NO. 2534
(BOLD, Bird Island-Olivia-Lake Lillian District)

STATE OF MINNESOTA

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The special election shall be held on Tuesday, November 3, 2026. At that election, three (3) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the school district clerk, BOLD District Office, 701 South 9th St., Olivia, MN 56277. The filing fee for this office is \$2.00. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, will have maintained residency of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election, except as authorized by Minnesota Statutes, section 204B.06, subdivision 9.

The Affidavits of Candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

Dated: June 22, 2026

BY ORDER OF THE SCHOOL BOARD

\s\ MaryElla Clouse
BOLD School Board Clerk

Member Aaseth introduced the following resolution, June 22, 2026 and moved its adoption:

RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF CANDIDACY

WHEREAS Minnesota Statutes, section 205A.06 establishes the processes regarding affidavits of candidacy for election to a school board, including the requirement for publishing notice of the first and last dates on which affidavits of candidacy may be filed.

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STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 2534 shall begin on July 14, 2026, and shall close at 5:00 o'clock p.m. on July 28, 2026.

The general election shall be held on Tuesday, November 3, 2026. At that election, three (3) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the school district clerk, BOLD District Office, 701 South 9th St., Olivia, MN 56277. The filing fee for this office is \$2.00. A candidate for this office must be an eligible voter, must be 21 years of age or more or will be upon assuming office, will have maintained residence in the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election, except as authorized by Minnesota Statutes, section 204B.06, subdivision 9.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

The motion for adoption of the foregoing resolution was duly seconded by Member Clouse.

The vote on adoption of the Resolution was as follows:

The following voted for: Frank, Aaseth, Zimmerman, Clouse, Sheehan, and Peppel.

The following voted against: None

The following were absent: Benson

Whereupon, said Resolution was declared adopted by Independent School district No. 2534, (BOLD, Bird Island-Olivia-Lake Lillian District), State of Minnesota, this 22 day of June, 2026

By: 
School Board Chair

By: MaryElla Clouse
MaryElla Clouse, School Board Clerk

Dated: June 22, 2026

BY ORDER OF THE SCHOOL BOARD

lsl MaryElla Clouse
MaryElla Clouse, BOLD School Board Clerk

NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL
BOARD INDEPENDENT SCHOOL DISTRICT NO. 2534
(BOLD, Bird Island-Olivia-Lake Lillian District)

STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 2534 shall begin on July 14, 2026, and shall close at 5:00 o'clock p.m. on July 28, 2026.

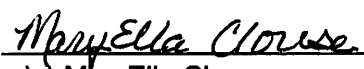
The special election shall be held on Tuesday, November 3, 2026. At that election, three (3) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the school district clerk, BOLD District Office, 701 South 9th St., Olivia, MN 56277. The filing fee for this office is \$2.00. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, will have maintained residency of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election, except as authorized by Minnesota Statutes, section 204B..06, subdivision 9.

The Affidavits of Candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

Dated: June 22, 2026

BY ORDER OF THE SCHOOL BOARD


s/ MaryElla Clouse
BOLD School Board Clerk

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Bird Island-Olivia-Lake Lillian (2534-01)

Date Submitted to the State 06/09/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Bird Island-Olivia-Lake Lillian (2534-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota 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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
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1. Read Act Goals

District or Charter School Literacy Goals

Bird Island-Olivia-Lake Lillian (2534-01)'s literacy goal(s) for the 2025-26 school year:

BOLD will continue to offer professional learning in structured literacy for all Phase 1 teachers, including K-6 classroom teachers, Reading intervention teachers, English language teachers, Special Education teachers, and administration.

BOLD 7-12 staff will explore structured literacy for secondary teachers. BOLD Special Education paraprofessionals will receive professional learning in structured literacy.

The following was implemented or changed to make progress towards the goal(s):

BOLD Phase 1 teachers continued through Volume 2 of LETRS, completing it in June 2026. BOLD Special Education paraprofessionals were provided structured literacy training. Master schedule changes were made to provide additional literacy support for students in the secondary school. The Phase 2 professional development program was chosen and will be started in August 2026. A current staff member served as an Instructional Coach one day per week to aid in the implementation of structured literacy.

The following describes how Bird Island-Olivia-Lake Lillian (2534-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Every student at BOLD School is not reading at grade level.

Bird Island-Olivia-Lake Lillian (2534-01)'s literacy goal(s) for the 2026-27 school year:

By Spring 2028, the percentage of BOLD Elementary students receiving SPED services who are proficient in reading will increase from 20.0% to 35.0% by aligning instructional materials, reducing the gap with students not receiving SPED services from 29.3 percentage points to 19.0 percentage points. Annual targets will be 25.0% in 2026, 30.0% in 2027, and 35.0% in 2028. By Spring 2027, the percentage of BOLD students in Kindergarten & 1st Grade who are proficient on the EarlyReading assessment through FastBridge will increase by 8 percentage points, from 56% in Spring 2026 to 64% in Spring 2027. By Spring 2027, the percentage of BOLD Elementary students in Grades 1st, 2nd, and 3rd who are proficient on the Oral Reading Fluency (CBM-R) assessment through FastBridge will increase by 8 percentage points, from 50% in Spring 2026 to 58% in Spring 2027. By Spring of 2027, the percentage of BOLD Elementary students in Grades 4, 5, and 6 who are proficient on the aReading assessment through FastBridge will increase by 10 percentage points, from 57% in Spring 2026 to 67% in Spring 2027.

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

The Local Literacy Lead, Kristine Flohrs Krafka, for Bird Island-Olivia-Lake Lillian (2534-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead collaborates regularly with District and School Leadership Teams to support the district's literacy goals. Through data analysis, professional learning, coaching, and strategic planning, the District Literacy Lead helps teams strengthen literacy instruction, monitor implementation, and make informed decisions to improve student outcomes.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

No - The District Literacy Lead has not completed an approved READ Act Professional Development Program for the following reason(s):

The District Literacy Lead (DLL) has a K-12 Reading License and has completed the necessary training. A waiver was not granted because the coursework was completed before the audit. The DLL will complete the KPEERI (Knowledge and Practice Examination for Effective Reading Instruction).

Bird Island-Olivia-Lake Lillian (2534-01) Local Literacy Plan is posted on the district website at

<https://www.bold.k12.mn.us/page/plans>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Bird Island-Olivia-Lake Lillian (2534-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Bird Island-Olivia-Lake Lillian (2534-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	na
	Grade 1	MDE Composites	na
	Grade 2	MDE Composites	na
	Grade 3	MDE Composites	na

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Bird Island-Olivia-Lake Lillian (2534-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 12	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Bird Island-Olivia-Lake Lillian (2534-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

The district will use all subtests of Capti ReadBasix during the 2026-27 school year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Bird Island-Olivia-Lake Lillian (2534-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	40	26	39	31	41	25
1st	49	27	50	24	49	27
2nd	31	20	31	16	31	17
3rd	46	20	43	22	45	21

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Bird Island-Olivia-Lake Lillian (2534-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Bird Island-Olivia-Lake Lillian (2534-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	41	16
1st	49	22
2nd	31	14
3rd	45	24

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Bird Island-Olivia-Lake Lillian (2534-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Bird Island-Olivia-Lake Lillian (2534-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	55	54	30	26	24	0
5th	37	37	14	14	12	0
6th	33	32	17	17	17	0
7th	59	58	33	31	27	0
8th	48	47	22	20	15	0
9th	46	41	12	10	10	0
10th	53	53	19	4	4	0
11th	42	41	14	5	4	0
12th	45	43	23	7	5	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Bird Island-Olivia-Lake Lillian (2534-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

BOLD Schools uses a systematic process of universal screening, diagnostic assessment, progress monitoring, classroom performance data, and teacher observations to identify student literacy needs. Grade-level teams, interventionists, and administrators regularly review FastBridge and other student data to determine appropriate evidence-based instructional practices and interventions within the MTSS framework. Student progress is monitored regularly, and instructional supports are adjusted as needed to ensure interventions remain aligned to individual student needs.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Grade-level teams regularly review student achievement and screening data to evaluate the effectiveness of core instruction. When data indicate that students are not meeting benchmark expectations, teams analyze instructional practices and identify opportunities to strengthen Tier 1 supports before considering additional intervention. Differentiation within Tier 1 is guided by ongoing formative assessment, classroom performance, and universal screening data. Teachers use flexible grouping, targeted small-group instruction, scaffolded supports, and enrichment opportunities to address students' varying literacy needs while maintaining access to grade-level content and instruction.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Students are considered for Tier 2 or Tier 3 reading intervention based on multiple sources of data, including universal screening results, diagnostic assessments, classroom performance, progress monitoring data, and teacher input. Grade-level teams review student data regularly through the district's MTSS process to identify students who may require additional support beyond Tier 1 instruction. Generally, students performing below benchmark expectations and demonstrating a need for targeted skill development may qualify for Tier 2 interventions. Students with significant skill deficits, limited response to Tier 2 interventions, or performance well below benchmark may qualify for Tier 3 interventions. Decisions are based on both the severity of need and the student's response to previous instructional supports. At the elementary level, intervention placement is primarily informed by FastBridge screening and progress monitoring data, diagnostic assessments, and classroom performance.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

BOLD Schools uses a data-based decision-making process to monitor the effectiveness of Tier 2 and Tier 3 reading interventions. Students receiving interventions are progress monitored regularly using FastBridge and other skill-specific assessments aligned to their identified area(s) of need. Interventionists and classroom teachers review progress monitoring data to determine whether students are making adequate growth toward established goals. Grade-level and MTSS teams meet regularly to analyze student progress and evaluate intervention effectiveness. When students demonstrate insufficient progress, teams consider intensifying support by increasing intervention frequency, duration, group size, instructional focus, or intervention program. If students meet established goals and demonstrate sustained progress, intervention supports may be reduced or discontinued.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students exit Tier 2 or Tier 3 reading interventions when multiple data sources indicate they are demonstrating proficiency and can successfully access grade-level instruction with Tier 1 supports alone. Exit decisions are based on progress monitoring data, universal screening results, classroom performance, diagnostic assessment data, and teacher input. Grade-level and MTSS teams review student data regularly to determine whether intervention goals have been met and whether progress has been sustained over time. Students exiting intervention continue to be monitored through universal screening and classroom performance data to ensure continued success. At the elementary level, exit decisions are primarily informed by FastBridge benchmark attainment, progress monitoring trends, and classroom performance. This process ensures that intervention services are provided for as long as needed and that students are transitioned successfully back to Tier 1 supports.

Continuous Improvement for Data-Based Decision Making for Action

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

BOLD Schools is refining its data-based decision-making processes at the secondary level to create a more systematic approach to identifying, monitoring, and supporting students with reading needs. Planned changes include establishing clearer criteria for intervention entry and exit, implementing consistent progress monitoring procedures, and increasing the use of multiple data sources, including screening results, diagnostic assessments, course performance, and teacher input. The district is also strengthening collaborative data review processes through regular MTSS and student support team meetings to ensure instructional decisions are based on timely and comprehensive student data. In addition, BOLD Schools has added a full-time instructional coach who will support teachers in analyzing student data, implementing evidence-based literacy practices, differentiating instruction, and monitoring the effectiveness of interventions. These improvements will support earlier identification of reading needs, more targeted interventions, and more consistent monitoring of student progress to ensure students receive the level of support needed to achieve literacy success.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Bird Island-Olivia-Lake Lillian (2534-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Letter sent home with student
	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- More than one of the above

Continuous Improvement for Parent Notification

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Families at all levels (K-12) will be sent a letter if their child reads below grade level.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Bird Island-Olivia-Lake Lillian (2534-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: BOLD Schools used a collaborative and data-driven process to select evidence-based Tier 1 literacy resources. The process included reviewing student achievement data, identifying instructional needs, evaluating alignment to Minnesota academic standards and READ Act requirements, and examining the research base supporting potential programs.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: BOLD Schools followed a structured timeline for selecting and implementing Tier 1 literacy resources. Selection included input from district and building leadership, teachers, and instructional staff to ensure alignment and feasibility. Once a resource was selected, the district implemented a phased rollout that included initial and ongoing professional development for staff focused on effective use of the curriculum and alignment to the science of reading. Teachers received training prior to implementation and continued coaching support throughout the year from

instructional leadership and the instructional coach.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will implement Wit & Wisdom as the core Tier 1 literacy curriculum in all K-6 classrooms. Prior to implementation, staff will participate in comprehensive professional development focused on curriculum design, instructional routines, and effective literacy practices. Ongoing coaching and support will be provided by district leadership and the full-time instructional coach to ensure strong implementation and instructional fidelity. Implementation will be monitored through classroom walkthroughs, collaborative team planning, and student achievement data to ensure consistent delivery and continuous improvement of Tier 1 instruction across all K-6 classrooms.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Bird Island-Olivia-Lake Lillian (2534-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Orton Gillingham	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
Other Resources - Read Live	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
	Tier 2	Grade 6	20

Continuous Improvement for Literacy Intervention Resources

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will implement changes to literacy intervention resources in grades K-12, including the adoption of the REWARDS intervention program for secondary students who demonstrate needs in decoding, multisyllabic word reading, and reading fluency. REWARDS will be used as a structured, evidence-based intervention within Tier 2 and Tier 3 supports based on student need as identified through screening, diagnostic data, and progress monitoring.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Bird Island-Olivia-Lake Lillian (2534-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$26,724

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$34,724

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Bird Island-Olivia-Lake Lillian (2534-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$24,723

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$41,786

The plan to spend down the remaining funds are as follows:

We will use the funds for evidence-based curricular resources, evidence-based intervention resources for secondary, and professional learning for secondary teachers.

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Both
Stipends for teachers completing literacy professional development	Both

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Bird Island-Olivia-Lake Lillian (2534-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Bird Island-Olivia-Lake Lillian (2534-01) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

12/31/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

BOLD Schools will support teachers who do not initially meet the vendor proficiency benchmark of 80% through targeted follow-up professional learning and individualized coaching. Teachers will be provided opportunities to revisit training modules, engage in additional practice with curriculum materials, and receive clarification on instructional routines and expectations. The district's instructional coach will provide ongoing job-embedded support, including modeling lessons, co-planning, observation and feedback cycles, and guided implementation of instructional practices. In addition, the Regional Literacy Team will provide support through targeted coaching, professional learning, and implementation guidance aligned to evidence-based literacy practices. Building and district leaders will also monitor implementation and provide additional support as needed to ensure growth over time.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

BOLD Schools collects fidelity data to ensure teachers are implementing systematic, explicit, and diagnostic evidence-based literacy instruction. Fidelity data includes classroom walkthroughs, curriculum implementation checklists, and coaching documentation. Feedback is provided to support continuous improvement and consistency across classrooms.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

BOLD Schools uses fidelity data to guide ongoing coaching support and feedback for teachers to ensure consistent implementation of systematic, explicit, and diagnostic evidence-based literacy instruction. Instructional coaches and building leaders review walkthrough data and curriculum implementation checklists to identify trends in instructional strengths and areas for growth. This data is used to inform professional learning and ensure consistent implementation of evidence-based practices.

The following changes in instructional practices have impacted students:

Teachers have also developed a deeper understanding of how foundational literacy curricula influence student learning, particularly in phonemic awareness, phonics, and early reading development. While universal screening and summative assessment data have not yet reflected high levels of growth, this data has been essential in identifying areas where instructional practices and intervention supports must continue to be strengthened and refined.

Bird Island-Olivia-Lake Lillian (2534-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

BOLD Schools is in the early stages of developing and strengthening culturally responsive literacy practices across K-12 instruction. Initial work has focused on building awareness among staff regarding the importance of student identity, cultural background, and lived experiences in literacy learning, as well as the role these factors play in student engagement and access to grade-level instruction. Moving forward, the district will support teachers in examining their own biases and assumptions through professional learning, reflection opportunities, and collaborative discussion. This work will be embedded within ongoing literacy professional development and coaching cycles to support instructional growth.

Bird Island-Olivia-Lake Lillian (2534-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

BOLD Schools will provide ongoing literacy-focused professional development to strengthen teacher capacity in evidence-based instruction aligned to the strands of the English Language Arts standards: reading, writing, and exchanging ideas (speaking, listening, and collaborative discussion). Professional learning will focus on the science of reading, including systematic and explicit instruction in foundational skills, comprehension strategies, vocabulary development, and disciplinary literacy. Additional training will support teachers in strengthening writing instruction and integration of writing across content areas.

Continuous Improvement for Professional Development Plan

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to the professional development plan for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will revise its professional development plan to place a stronger emphasis on alignment between the English Language Arts (ELA) standards and Tier 1 curriculum implementation. PD will be more

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

intentionally structured to support teachers in understanding and applying the reading, writing, and exchanging ideas strands of the standards within daily literacy instruction. The updated plan will include more job-embedded professional learning focused on implementation of the core curriculum, with an emphasis on alignment to grade-level ELA standards. Teachers will engage in collaborative planning and data-informed discussions to strengthen consistency of instruction across classrooms and grade levels. In addition, the district will increase coaching support through the full-time instructional coach, with a focus on supporting implementation of standards-aligned literacy practices and providing feedback tied to instructional expectations. Professional development will be ongoing, sustained, and directly connected to classroom practice and student data to ensure continuous improvement in literacy instruction.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	7	7	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	3	3	0	0
K-3 Classroom teachers	8	5	3	0
K-12 Teachers holding English as a second language licenses	1	0	1	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	4	1	3	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Local Literacy Plan for Bird Island-Olivia-Lake Lillian (2534-01)

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	9	0	0	9
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	0	0	1
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

0

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Bird Island-Olivia-Lake Lillian (2534-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Bird Island-Olivia-Lake Lillian (2534-01) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Bird Island-Olivia-Lake Lillian (2534-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

For the 2026-27 school year, BOLD Schools will continue strengthening its Multi-Tiered System of Supports (MTSS) framework with a focus on improving consistency and effectiveness of literacy supports across K-12. The district will continue working with the COMPASS team to further develop its MnMTSS framework, including refining teaming structures, roles, and responsibilities. Additional changes will include more consistent MTSS meeting structures, clearer data-based decision-making protocols, and stronger alignment between core instruction and intervention supports.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Bird Island-Olivia-Lake Lillian (2534-01) does not include a DLI Program



NORTH RISK PARTNERS®

Commercial Insurance Proposal



BOLD Public Schools

Presented to:

BOLD School District ISD 2534

701 9th St S Olivia, MN 56277

Proposed Effective Date: 07/01/2026

Presented by: Steve Steinhauser

1-800-247-7016

Info@northriskpartners.com

THIS DOCUMENT SUMMARIZES THE PROPOSAL FOR YOUR INSURANCE. THIS IS NOT A CONTRACT. THE TERMS OF THE POLICY FORMS WILL CONTROL THE INSURANCE CONTRACT WITHOUT REGARD TO ANY STATEMENT MADE IN THIS PROPOSAL.

Your Team

Below you will find contact information for the team assigned to manage your account.



Contact For:

- Coverage Questions
- General Questions/Concerns
- P&C or Group Health Needs
- Carrier or Value-Added Questions

Steve Steinhauser, CLCS

Risk Advisor
Plymouth
Phone: (763) 746-0957
Fax: (763) 398-4060
steve.steinhauser@northriskpartners.com



Contact For:

- Coverage Questions
- General Questions/Concerns
- P&C or Group Health Needs
- Carrier or Value-Added Questions

Colin Riley, CISR

V.P. Commercial Lines, Risk Advisor
Plymouth
Phone: (763) 398-4041
Fax: (763) 398-4083
colin.riley@northriskpartners.com



Contact For:

- General Questions
- Endorsements/Certificates
- Coverage/Carrier Questions
- Property & Casualty Miscellaneous

Linda Greene, CISR

Sr. Account Manager – Commercial Lines
Mendota Heights
Phone: (651) 379-7897
Fax: (651) 379-7801
linda.greene@northriskpartners.com



Contact For:

- Short and Long-Term Benefits Strategy
- Coverage and General Questions
- Carrier Negotiations and Advocacy
- Value-Added Services Questions

Mike Rohloff

Risk Advisor, Partner
Plymouth
Phone: (651) 379-7903
Fax: (651) 379-7802
mike.rohloff@northriskpartners.com



Contact For:

- Claims Questions
- Carrier Follow-up
- Claims Miscellaneous

Claims Department

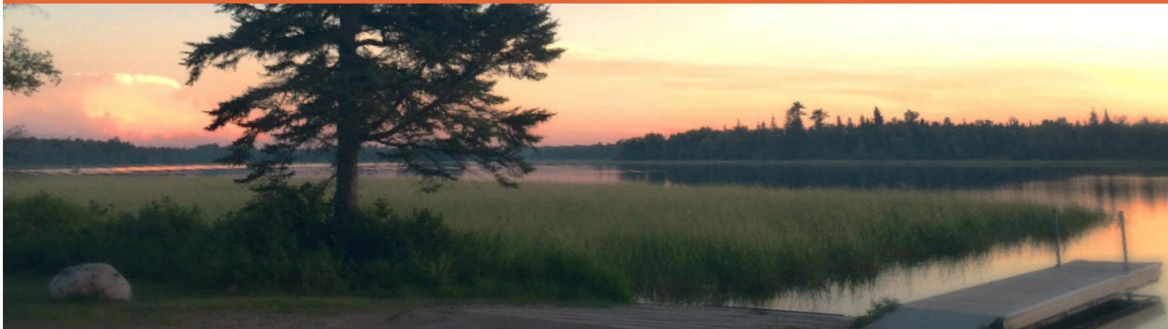
Claims Support
Phone: (651) 379-7800
Fax: (651) 379-7801
firstreports@northriskpartners.com

Any of these team members will be pleased to assist you with your service needs. Your primary contact will be **Linda Greene**.





WHO WE ARE



FULL-SERVICE, FORWARD THINKING

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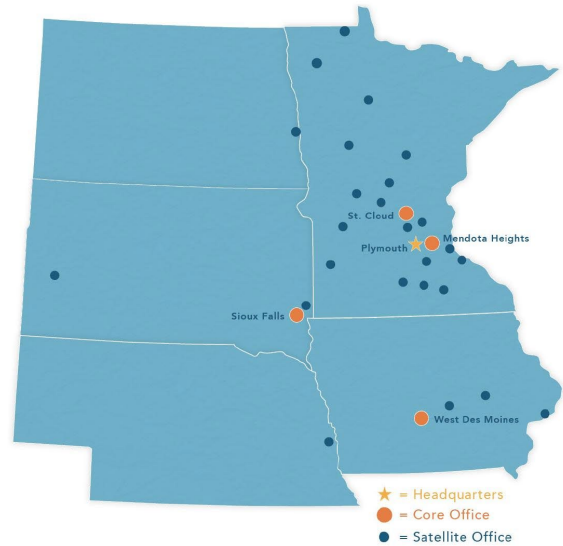
Large Enough to Give You Options

We are one of the largest, privately owned, independent insurance broker and risk advisory firms in the Midwest with over 400 employees and 30 locations across five states. Our size allows us to offer more choices in our core areas of capability, including commercial insurance, surety bonds, employee benefits and personal insurance.

Small Enough to Be Local

We are committed to making a positive impact. Service to our clients, each other, and local communities is an important part of who we are.

Our Locations



Are You Aware of All the Ways We Can Help?

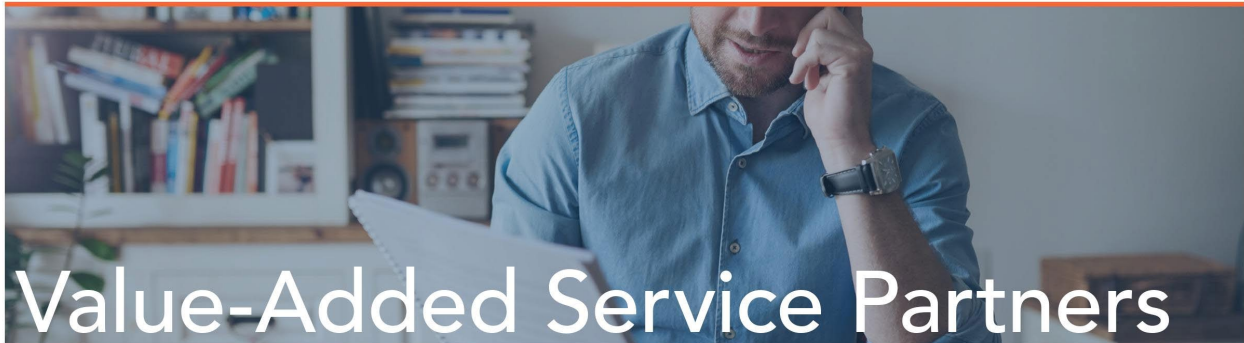
Personal Insurance	Employee Benefits	Commercial Insurance
<ul style="list-style-type: none"> Home Auto Health Life Farm & Agriculture Recreational Vehicles Umbrella 	<ul style="list-style-type: none"> Medical Dental Life/AD & D Disability FSA/HSA HRA COBRA Online Enrollment 	<ul style="list-style-type: none"> Property General Liability Workers' Comp Business Auto Surety Bonds Umbrella/Excess

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Wrangle
Form 5500 & Plan
Doc Preparation



Springbuk Health
Intelligence Claims Analytics



Lumelight
Benefits Compliance



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VERISK (IIX EXPRESSNET)

Motor Vehicle Reports (MVR) contain sensitive personal data and are governed by strict federal and state privacy laws. Agencies like North Risk Partners that are not structured as consumer reporting agencies risk violating these statutes if we directly obtain or manage MVRs.

Verisk, through its iix ExpressNet platform, is a trusted provider of MVRs and related risk management services. Whether you're hiring drivers, managing a fleet, or assessing exposure across your organization, Verisk helps ensure compliance with regulatory requirements while providing the tools you need to make informed decisions and manage risk effectively. There is a one-time \$75 set-up fee with preferred pricing.

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DriverSafe Plus is a centralized driver dashboard with interactive tools to identify fleet risk. Includes 5-year MVR storage, DriverAdvisor alerts, custom scoring, MVR scheduling, license status tracking, and more.

ADDITIONAL REPORTS AND SERVICES AVAILABLE

- Background checks
- DOT employment verification

BENEFITS OF VERISK

- Access to confidential MVRs and data that is in an employer's best interest to retain.
- Ability to maintain a comprehensive driver file.
- Offer a diverse range of products that can be tailored to specific needs.
- North Risk Partners' clients benefit from secured exclusive pricing.

FOR ADDITIONAL INFORMATION:

Dallas Quinton
Dallas.Quinton@Verisk.com
(979) 393-9130

Stephanie Haggerty
Shaggerty@Verisk.com
(979) 393-9165

Sales & Support: (800) 683-8553

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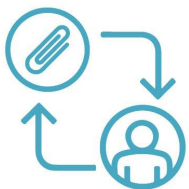
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Documents

- Policies
- Endorsements
- Audits



Secure Transfer of Information

- Upload Sensitive Documents Securely
 - Driver List
 - Claims Information
 - Financial Reports



Manage Certificates of Insurance

- View Master Certificate
- View List of Certificate Holders
- Add Certificate Holders
- Request a New Certificate with Additional Verbiage

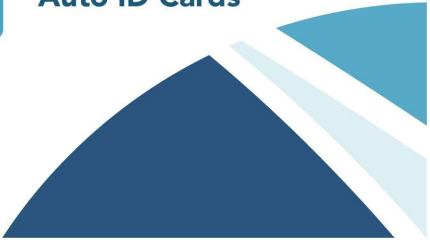


View Policy Information



View & Print Auto ID Cards

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Named Insured	
BOLD School District ISD 2534	

Locations

Location #	Address	City	State	Zip
1	110 S 9th St	Bird Island	MN	55310
2	701 9th St S	Olivia	MN	56227

Commercial Property

Property Valuation Disclaimer: Building and personal property coverage limits are estimates only and were arrived at based on information provided by the policyholder and/or industry standard software used to estimate replacement costs. The actual cost to rebuild the structure or replace the personal property may exceed the policy limits, especially in circumstances where a catastrophic event has disrupted the normal supply of materials, labor, and resources. The agency makes no assurances or guarantees that the policy limits provided will be adequate to rebuild the structure or replace personal property. If there is doubt about the adequacy of the policy limits, the policyholder should obtain a professional appraisal or obtain the services of a qualified builder who is able to provide replacement cost estimates.

Note: You need to insure your building and business personal property to at least the co-insurance clause percentage noted below of the actual cost to reconstruct or replace. If you do not, you could incur a penalty in the settlement of a claim. If agreed value is shown below as the valuation, co-insurance is waived.

Commercial Property Blanket

Blanket #	Blanket Type	Expiring Amount	Renewal Amount	Cause of Loss	*Deductible
1	Building	\$72,599,052	\$72,599,052	Special Form including Theft	\$10,000
				Windstorm and Hail per Location	1%
				Windstorm and Hail - Minimum Deductible per Location	\$100,000
2	Business Personal Property	\$11,134,727	\$11,134,727	Special Form including Theft	\$10,000
				Windstorm and Hail per Location	1%
				Windstorm and Hail - Minimum Deductible per Location	\$100,000
3	Business Income with Ordinary Payroll & Rents	\$500,000	\$500,000	Special Form including Theft	72 Hour Wait
4	Extra Expense	\$500,000	\$500,000	Special Form including Theft	72 Hour Wait

***No Change in Deductibles**

Location Detail

Loc #	Bldg #	Subject	Expiring Amount	Renewal Amount	Coins %	Valuation	Cause of Loss	Ded
1. 110 S 9th St Bird Island, MN 55310 – Elementary School								
	1	Blanket Building	\$26,211,333	\$26,211,333	100%	Replacement Cost	Special Form including Theft	\$10,000
	1	Blanket Business Personal Property	\$1,701,567	\$1,701,567	100%	Replacement Cost	Special Form including Theft	\$10,000

Loc #	Bldg #	Subject	Expiring Amount	Renewal Amount	Coins %	Valuation	Cause of Loss	Ded
	1	Blanket Business Income - Direct Damage	\$500,000	\$500,000	100%	Actual Loss Sustained	Special Form	72 Hour Wait
	1	Blanket Extra Expense	\$200,000	\$200,000	100%	Actual Loss Sustained	Special Form	72 Hour Wait
	1	Wind and Hail					Windstorm and Hail	1%
1. 110 S 9th St Bird Island, MN 55310 – Property in the Open								
	2	Blanket Business Personal Property	\$16,250	\$16,250	100%	Replacement Cost	Special Form including Theft	\$10,000
	2	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – High School								
	1	Blanket Building	\$45,523,280	\$45,523,280	100%	Replacement Cost	Special Form including Theft	\$10,000
	1	Blanket Business Personal Property	\$8,492,031	\$8,492,031	100%	Replacement Cost	Special Form including Theft	\$10,000
	1	Blanket Extra Expense	\$300,000	\$300,000	100%	Actual Loss Sustained	Special Form	72 Hour Wait
	1	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Football Shed								
	2	Blanket Building	\$41,202	\$41,202	100%	Replacement Cost	Special Form including Theft	\$10,000
	2	Blanket Business Personal Property	\$5,000	\$5,000	100%	Replacement Cost	Special Form including Theft	\$10,000
	2	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Steffel Shed								
	3	Blanket Building	\$48,478	\$48,478	100%	Replacement Cost	Special Form including Theft	\$10,000
	3	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Track Shed								
	4	Blanket Building	\$23,544	\$23,544	100%	Replacement Cost	Special Form including Theft	\$10,000
	4	Wind and Hail					Windstorm and Hail	1%

Loc #	Bldg #	Subject	Expiring Amount	Renewal Amount	Coins %	Valuation	Cause of Loss	Ded
2. 701 9th St S Olivia, MN 56227 – Pump House								
	5	Blanket Building	\$11,336	\$11,336	100%	Replacement Cost	Special Form including Theft	\$10,000
	5	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Portable Shed								
	6	Blanket Building	\$29,430	\$29,430	100%	Replacement Cost	Special Form including Theft	\$10,000
	6	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 - Garage								
	7	Blanket Building	\$176,580	\$176,580	100%	Replacement Cost	Special Form including Theft	\$10,000
	7	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Storage Shed								
	8	Blanket Building	\$5,000	\$5,000	100%	Replacement Cost	Special Form including Theft	\$10,000
	8	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Property in the Open								
	9	Blanket Business Personal Property	\$919,879	\$919,879	100%	Replacement Cost	Special Form including Theft	\$10,000
	9	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Portable Shed								
	10	Blanket Building	\$25,000	\$25,000	100%	Replacement Cost	Special Form including Theft	\$10,000
	10	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Portable Shed								
	11	Blanket Building	\$25,000	\$25,000	100%	Replacement Cost	Special Form including Theft	\$10,000
	11	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Scoreboard & Light Poles								
	12	Blanket Building	\$254,179	\$254,179		Replacement	Special	\$10,000

Loc #	Bldg #	Subject	Expiring Amount	Renewal Amount	Coins %	Valuation	Cause of Loss	Ded
						Cost	Form including Theft	
	12	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 - Concession Box & Bleachers								
	13	Blanket Building	\$185,000	\$185,000		Replacement Cost	Special Form including Theft	\$10,000
	13	Wind and Hail					Windstorm and Hail	1%
2. 701 9th St S Olivia, MN 56227 – Solar Panels								
	14	Blanket Building	\$39,690	\$39,690	100	Replacement Cost	Special Form including Theft	\$10,000
	14	Wind and Hail					Windstorm and Hail	1%

Additional Coverages

Coverage	Limit 1	Deductible
Equipment Breakdown - All Locations / Various Coverages	\$100,000	\$10,000
Time Element Coverage Extension – Business Income & Extra Expense	\$250,000	72 Hour Wait
Water Damage Deductible - All Locations		\$50,000
Utility Services Interruption with Business Income / Extra Expense Coverage Includes Above Ground and Underground Transmission Lines	\$250,000	24 Hour Wait
Mobile Equipment or Tools / Actual Cash Value	\$100,000	\$1,000
Prop at Misc Unnamed Loc - Apple iPads / Actual Cash Value	\$207,000	\$1,000
Prop at Misc Unnamed Loc - Leased Equip / Actual Cash Value	\$25,000	\$1,000
Prop at Misc Unnamed Loc - Sched Equip / Actual Cash Value	\$98,285	\$1,000
Ordinance or Law Coverage A – Unrepaired Structures	Included	
Ordinance or Law Coverage B and C – Demolition Costs & Increased Costs	\$1,000,000	
Debris removal	\$1,000,000	
Classroom Chemical Spills	\$50,000	
Crisis Event Business Income / Extra Expense	\$250,000	72 Hour Wait

Forms Included, But Not Limited to

Form #	Form Name	Edition Date
LPP2005	Equipment Breakdown - Causes of Loss	12/2021
LPP5002	Property Protector - Educational Institutions	12/2021
LPP0000	Property Extensions	12/2021
LPP3009	Property at a Miscellaneous Unnamed Location	12/2021

Property

Coverage Extensions

Coverage Name	Limits of Insurance, Limits of Coverage Period or Insurance, Coverage Radius Period or Coverage Radius*
Accounts Receivable	\$250,000
Arson Reward	\$50,000
Contract Penalties	\$25,000
Course of Construction	
Physical Damage	\$500,000
Number of consecutive days that Physical Damage applies	180 days
Cyber Incident	\$25,000
Debris Removal	\$1,000,000
Windblown Debris	\$50,000
Deferred Payments	\$50,000
Electronic Data	\$25,000
Errors and Omissions	\$250,000
Exhibitions, Expositions, Trade Shows, Fairs	\$100,000
Fire Department Service Charges	\$25,000
Fine Arts	
Physical Damage	\$100,000
For any one item	\$10,000
Fungus, Wet Rot, Dry Rot or Bacteria	
Physical Damage	\$250,000
Business Income and Extra Expense	Included in Fungus PD limit
Number of consecutive days that Business Income and Extra Expense applies	180 days
Installation of Personal Property	\$250,000
Lock and Key Replacement	\$50,000
Mobile Equipment or Tools	
Mobile Equipment or Tools will be valued at	Actual Cash Value (ACV)
Physical Damage	\$100,000
Newly acquired Mobile Equipment or Tools you own or you rent	\$100,000

Property

Coverage Extensions

Coverage Name	Limits of Insurance, Limits of Coverage Period or Insurance, Coverage Radius Period or Coverage Radius*
Miscellaneous Unnamed Locations	
Physical Damage	\$100,000
Business Income	EXCLUDED
Causes of Loss Flood	Does not apply
Causes of Loss Earth Movement	Does not apply
Causes of Loss Earthquake	Does not apply
Newly Acquired Locations	
Physical Damage	\$2,500,000
Number of consecutive days that Physical Damage applies	180 days
Business Income	Included in Newly Acquired Locations PD limit
Extra Expense	Included in Newly Acquired Locations PD limit
Causes of Loss Flood	Does not apply
Causes of Loss Earth Movement	Does not apply
Causes of Loss Earthquake	Does not apply
Ordinance or Law	
Demolition & Increased Cost of Construction	\$1,000,000
Increased Period of Restoration	Included in Demolition & Increased Cost of Construction and Value of the Undamaged Portion of Real Property PD limit
Value of the Undamaged Portion of Real Property	INCLUDED
Personal Effects of Employees	
Physical Damage	\$100,000
For any one employee	\$10,000
Pollutant Clean Up Expense	
Physical Damage	\$100,000
Business Income	Included in Pollutant Clean Up Expense PD limit



Property

Coverage Extensions

Coverage Name	Limits of Insurance, Limits of Coverage Period or Insurance, Coverage Radius Period or Coverage Radius*
Protection and Preservation of Property	
Physical Damage	\$100,000
Number of consecutive days that Physical Damage applies	30 days
Professional Fees	\$250,000
Salespeople Personal Property	\$50,000
Transit	
Personal Property	\$100,000
Business Income	Included in Transit PD limit
Trees, Shrubs, Plants	
Physical Damage	\$250,000
For any one item	\$10,000
Utility Services	
Coverage for Above Ground and Underground Transmission Lines:	
Physical Damage	INCLUDED
Physical Damage	\$250,000
Business Income	\$250,000
Extra Expense	\$250,000
Causes of Loss Cloud	Applies
Causes of Loss Internet	Applies
Causes of Loss Power Supply	Applies
Causes of Loss Communication Supply	Applies
Causes of Loss Water Supply	Applies

*Limits of Insurance are in any one occurrence, unless otherwise stated

Property

Time Element Coverage Extensions

Coverage Extensions

Coverage Name	Limits of Insurance, Limits of Coverage Period or Insurance, Coverage Radius Period or Coverage Radius*
Attraction Property	
Actual loss of Business Income sustained due to loss or damage at Attraction Properties	EXCLUDED
Actual loss of Extra Expense incurred due to loss or damage at Attraction Properties	\$250,000
Causes of Loss Named Storm	Does not apply
Causes of Loss Flood	Does not apply
Causes of Loss Earth Movement	Does not apply
Causes of Loss Earthquake	Does not apply
Contingent Property	
Actual loss of Business Income sustained due to loss or damage at Contingent Properties within the coverage territory	EXCLUDED
Actual loss of Extra Expense incurred due to loss or damage at Contingent Properties within the coverage territory	EXCLUDED
Actual loss of Business Income sustained due to loss or damage at Contingent Properties outside of the coverage territory	EXCLUDED
Actual loss of Extra Expense incurred due to loss or damage at Contingent Properties outside of the coverage territory	EXCLUDED
Causes of Loss Named Storm	Does not apply
Causes of Loss Flood	Does not apply
Causes of Loss Earth Movement	Does not apply
Causes of Loss Earthquake	Does not apply
Causes of Loss Equipment Breakdown Accident	Does not apply
Crisis Event Caused By Violent Crime	
Crisis Event Business Income	\$250,000
Number of consecutive days that Crisis Event Business Income applies	30 days



Property

Coverage Extensions

Coverage Name	Limits of Insurance, Limits of Coverage Period or Insurance, Coverage Radius Period or Coverage Radius*
Crisis Event Extra Expense	\$250,000
Number of consecutive days that Crisis Event Extra Expense applies	30 days
Civil or Military Authority	
Business Income	Included
Coverage Period:	30 days
Coverage Radius Distance:	1 miles
Qualifying Period:	72 hours
Extra Expense	INCLUDED
Coverage Period:	30 days
Coverage Radius Distance:	1 miles
Qualifying Period:	72 hours
Causes of Loss Flood	Does not apply
Causes of Loss Earth Movement	Does not apply
Causes of Loss Earthquake	Does not apply
Extended Period of Restoration	
Number of consecutive days that Business Income applies	180 days
Interruption of Computer Operations	\$25,000
Ingress/Egress	
Business Income	\$50,000
Number of consecutive days that Business Income applies	30 days
Coverage Radius Distance:	1 miles
Qualifying Period:	24 hours
Extra Expense	\$50,000
Number of consecutive days that Extra Expense applies	30 days
Coverage Radius Distance:	1 miles
Qualifying Period:	24 hours

Property

Coverage Extensions

Coverage Name	Limits of Insurance, Limits of Coverage Period or Insurance, Coverage Radius Period or Coverage Radius*
Causes of Loss Named Storm	Does not apply
Causes of Loss Flood	Does not apply
Causes of Loss Earth Movement	Does not apply
Causes of Loss Earthquake	Does not apply
Research & Development - Loss of Business Income	\$100,000
Secondary Contingent Property	
Actual loss of Business Income sustained due to loss or damage at Secondary Contingent Property within the coverage territory	EXCLUDED
Actual loss of Extra Expense incurred due to loss or damage at Secondary Contingent Property within the coverage territory	EXCLUDED
Actual loss of Business Income sustained due to loss or damage at Secondary Contingent Property outside of the coverage territory	EXCLUDED
Actual loss of Extra Expense incurred due to loss or damage at Secondary Contingent Property outside of the coverage territory	EXCLUDED
Causes of Loss Named Storm	Does not apply
Causes of Loss Flood	Does not apply
Causes of Loss Earth Movement	Does not apply
Causes of Loss Earthquake	Does not apply
Causes of Loss Equipment Breakdown Accident	Does not apply

*Limits of Insurance are in any one occurrence, unless otherwise stated

Property

Industry Coverage Extensions

Coverage Name	Limits of Insurance, Limits of Coverage Period or Insurance, Coverage Radius Period or Coverage Radius*
Educational Institutions	
Animals	\$25,000 \$1,500 any one animal
Broadened Covered Location Distance	1250 feet
Classroom Chemical Spills	\$50,000 in any one policy period
Fire Protective Equipment Recharging	Real Property limit applicable in any one policy period
Land Improvement	\$100,000
Miscellaneous School Property at School Sponsored Events Away from a Covered Location	\$100,000
Personal Effects of your Students	\$100,000 max in any one policy period \$5,000 any one student

*Limits of Insurance are in any one occurrence, unless otherwise stated

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PROPERTY AT A MISCELLANEOUS UNNAMED LOCATION

This endorsement modifies insurance provided under the following:

LIBERTY MUTUAL PROPERTY PROTECTOR POLICY

The following Schedule is added. The Limits of Insurance shown below are the only limits that apply to the described Covered Property.

Schedule

Description of Covered Property	Replacement Cost or Actual Cash Value	Limit of Insurance
Apple iPads	Actual Cash Value	\$207,000
Contractors Equipment Leased/Rented	Actual Cash Value	\$25,000
Contractors Equipment (See Accord Schedule)	Actual Cash Value	\$98,285
Information required to complete this Schedule, if not shown above, will be shown in the DECLARATIONS.		



Named Insured	
BOLD School District ISD 2534	

Locations

Location #	Address	City	State	Zip
1	110 S 9th St	Bird Island	MN	55310
2	701 9th St S	Olivia	MN	56227

General Liability

Coverage Written On

Coverage Type	Coverage Basis
Commercial General Liability	Occurrence and Claims Made

Limits of Liability

Coverage	Limit 1	Limit 2	Deductible	Basis	Retro Date
General Aggregate	\$2,000,000				
Products/Completed Ops Aggregate	\$2,000,000				
Personal & Advertising Injury	\$1,000,000				
Each Occurrence	\$1,000,000				
Fire Damage	\$100,000				
Medical Expense	\$5,000				
Employee Benefit Liability - Claims Made	\$1,000,000	\$1,000,000	\$1,000	Per Claim	07/01/2024
Sexual Abuse Misconduct Liability - Claim Made	\$1,000,000	\$1,000,000	\$10,000	Per Claim	07/01/2023
Cyber Suite - 1st Party Aggregate	\$500,000		\$10,000	Occurrence	
Cyber Suite - 3rd Party Defense Aggregate	\$250,000		\$10,000	Occurrence	
Limited Pollution Liability	Included				
Violent Expense Response	\$300,000	\$300,000			
Violent Expense Each Person Loss	\$25,000				
Violent Expense Each Death	\$15,000				

Schedule of Hazards

Loc #	Class Code	Classification	Prem Code	Expiring Premium Basis	Proposed Premium Basis
1	97501	Solar Energy Systems-Existence Hazard Only (Lessor's Risk Only)	Unit	1	1
1	44194	Grandstands or Bleachers	Unit	2	2
1	48638	Stadiums-Operated by Insured	Gross Sales	44,000	44,000

Loc #	Class Code	Classification	Prem Code	Expiring Premium Basis	Proposed Premium Basis
1	48924	Swimming Pools/Commercially operated	Gross Sales	4,000	4,000
1	47471	Schools Public - Elementary, Kindergarten, Jr High	Unit	342	342
1	47469	Schools-Faculty Liability	Unit	58	58
1	47473	School Public - High	Unit	179	179
2	44193	Grandstands or Bleachers	Unit	1	1

Forms Included, But Not Limited to

Form #	Form Name	Edition Date
LC9944	School Amendatory Endorsement – Various Coverages / Limited Pollution	07/2018



Named Insured
BOLD School District ISD 2534

Locations

Location #	Address	City	State	Zip
1	110 S 9th St	Bird Island	MN	55310
2	701 9th St S	Olivia	MN	56227

School Leaders Errors and Omissions

Coverages

Coverage	Limit 1	Ded
Aggregate Limit	\$1,000,000	\$0
Each Wrongful Act Claim	\$1,000,000	\$10,000
Non-Monetary Relief Defense Coverage	\$100,000	\$10,000

Risk Questions

Description	Coverage Details
Retro Date	07/01/2003
Claims-Made Inception Date	07/01/2025
Claims Made or Occurrence	Claims Made

Named Insured	
BOLD School District ISD 2534	

Locations

Location #	Address	City	State	Zip
1	110 S 9th St	Bird Island	MN	55310
2	701 9th St S	Olivia	MN	56227

Business Auto

Coverage Table

Coverage	Symbol	Limit	Deductible
Combined single limit	1	\$1,000,000	\$0
Personal Injury Protection	5	\$20,000 / \$20,000	\$0
Uninsured motorist BI-single limit	6	\$1,000,000	\$0
Underinsured motorist BI single limit	6	\$1,000,000	\$0
Comprehensive	7, 8		\$2,500
Collision	7, 8		\$2,500
Full Glass Coverage	7, 8		\$0

Coverage Symbols:

- 1 - Any Auto
- 2 - All Owned Autos
- 3 - Owned Private Passenger Autos
- 4 - Owned Autos Other than Private Passenger
- 5 - All Owned Autos Requiring No-Fault Coverage

- 6 - Owned Autos Subject to Compulsory U.M. Law
- 7 - Autos Specified on Schedule
- 8 - Hired Autos
- 9 - Non-owned Autos

Hired Auto Liability and Physical Damage

Coverage	Limit	Deductible
Hired or Borrowed Auto Liability	\$1,000,000	\$0
Comprehensive	\$50,000	\$2,500
Collision	\$50,000	\$2,500

Non-Owned Auto Liability

Coverage	Estimated Basis	Limit	Deductible
Non-Owned Auto Liability		\$1,000,000	\$2,500
Number of Employees	4		



Garage Location Schedule

Garage Location #	Address	City	State	Zip
1	110 S 9th St	Bird Island	MN	55310
2	701 9th St S	Olivia	MN	56227

Vehicle Schedule

Veh #	Loc #	Year	Make	Model	VIN	Liab	PIP	UM / UIM	Full Glass	Comp	Coll
1	2	2008	DODGE	Caravan	1B8HN54P18B100974	x	x	x	x	\$2500	\$2500
2	2	2017	DODGE	Grand Caravan	2C4RDGBG9HR831044	x	x	x	x	\$2500	\$2500
3	2	2023	GMC	Sierra HD	1GT49LE75PS164849	x	x	x	x	\$2500	\$2500

Driver Schedule

Name
Cathleen Helin
Greg Peppel

*Please review the list for any changes. If a driver(s) is to be added, we will need full name, date of birth, state where licensed and the drivers license number.

*Quote subject to favorable MVR's.

Forms Included, But Not Limited to

Form #	Form Name	Edition Date
AC8452	School Business Auto Extension Endorsement:	12/2016
AC8473	Temporary Substitute Auto Physical Damage	01/2016
CA9974	Full Safety Glass Coverage - all Vehicles	10/2013

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

SCHOOL BUSINESS AUTO EXTENSION ENDORSEMENT

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM

SCHEDULE	
The following endorsement provisions do not apply when an "X" is shown in the space provided below:	
<input type="checkbox"/>	Provision 2. BROAD FORM INSURED
<input type="checkbox"/>	Provision 3. SCHOOL EMPLOYEES AS INSURED
<input type="checkbox"/>	Provision 4. VOLUNTEERS AS INSURED
<input type="checkbox"/>	Provision 5. ADDITIONAL INSURED BY CONTRACT, AGREEMENT OR PERMIT
<input type="checkbox"/>	Provision 7. AMENDED FELLOW EMPLOYEE EXCLUSION
<input type="checkbox"/>	Provision 8. HIRED AUTO PHYSICAL DAMAGE
<input type="checkbox"/>	Provision 21. BODILY INJURY REDEFINED
<input type="checkbox"/>	Provision 22. EXTENDED CANCELLATION CONDITION
The per "loss" deductible for Comprehensive Coverage for Provision 18 . is \$ _____.	
Premium \$ 75 FC _____.	

(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

With respect to coverage afforded by this endorsement, the provisions of the policy apply unless modified by the endorsement.

COVERAGE INDEX

Description	Page
TEMPORARY SUBSTITUTE FOR AUTO PHYSICAL DAMAGE	2
BROAD FORM INSURED	2
SCHOOL EMPLOYEES AS INSURED	3
VOLUNTEERS AS INSURED	3
ADDITIONAL INSURED BY CONTRACT, AGREEMENT OR PERMIT	3
SUPPLEMENTARY PAYMENTS	4
AMENDED FELLOW EMPLOYEE EXCLUSION	4
HIRED AUTO PHYSICAL DAMAGE	4
TOWING AND LABOR	5
PHYSICAL DAMAGE – ADDITIONAL TRANSPORTATION EXPENSE COVERAGE	5
RENTAL REIMBURSEMENT	5
EXTRA EXPENSE – BROADENED COVERAGE	6
PERSONAL EFFECTS COVERAGE	6
AIRBAG COVERAGE	6
AUDIO, VISUAL AND DATA ELECTRONIC EQUIPMENT COVERAGE	7
LOAN / LEASE GAP COVERAGE	7
GLASS REPAIR – WAIVER OF DEDUCTIBLE	8
PHYSICAL DAMAGE- COMPREHENSIVE COVERAGE – PER EVENT DEDUCTIBLE	8
UNINTENTIONAL FAILURE TO DISCLOSE HAZARDS	8
AMENDED DUTIES IN THE EVENT OF ACCIDENT, CLAIM, SUIT OR LOSS	9
BODILY INJURY REDEFINED	9
EXTENDED CANCELLATION CONDITION	9



Named Insured

BOLD School District ISD 2534

Locations

Location #	Address	City	State	Zip
1	110 S 9th St	Bird Island	MN	55310
2	701 9th St S	Olivia	MN	56227

Crime

Coverage Detail

Coverage Description	Limit	Deductible
Employee Dishonesty	\$1,000,000	\$10,000
Forgery or Alteration	\$500,000	\$5,000
Money & Securities On Premises	\$10,000	\$500
Money & Securities Off Premises	\$10,000	\$500



Named Insured

BOLD School District ISD 2534

Locations

Location #	Address	City	State	Zip
1	110 S 9th St	Bird Island	MN	55310
2	701 9th St S	Olivia	MN	56227

Umbrella Liability

Coverage Detail

Coverage Description	Occurrence Limit	Aggregate Limit	Retention
Umbrella	\$4,000,000	\$4,000,000	\$10,000
Crisis Management Expense Aggregate	\$250,000		

Underlying Policies

Type Of Policy	Policy #	Company	Effective Date	Expiration Date
General Liability Occurrence	TB2Z51295105	Liberty Mutual Fire Ins Co	07/01/2026	07/01/2027
Employee Benefits Liability	TB2Z51295105	Liberty Mutual Fire Ins Co	07/01/2026	07/01/2027
Sexual Abuse or Misconduct	TB2Z51295105	Liberty Mutual Fire Ins Co	07/01/2026	07/01/2027
Professional Liability	R62Z51295105	Liberty Mutual Fire Ins Co	07/01/2026	07/01/2027
Auto Liability	AS2Z51295105	Liberty Mutual Fire Ins Co	07/01/2026	07/01/2027
Employer's Liability	SWC1618971	Security National	07/01/2026	07/01/2027

Forms Included, But Not Limited to

Form #	Form Name	Edition Date
LCU0001	Umbrella Coverage Form	01/2018
LCU0411	Crisis Management Coverage	01/2018
LCU0419	School Leaders E&O - Claims Made Retro 7-1-24	12/2022

Named Insured	
BOLD Public School District ISD 2534	

Locations

Location #	Address	City	State	Zip
1	701 9th St S	Olivia	MN	56227
2	110 S 9th St	Bird Island	MN	55310

Workers' Compensation

Employers Liability

Each Accident Limit	Disease Policy Limit	Disease Each Employee
\$1,000,000	\$1,000,000	\$1,000,000

Worker's Comp Rating Basis

Loc #	State	Code	Classification	Expiring Payroll	Proposed Payroll
1	MN	8868	School-Professional Employees & Clerical	\$3,807,859	\$4,458,031
1	MN	9101	School-All Other Employees	\$500,541	\$604,479

Modification Factors

Description	Expiring Factor	Renewal Factor
Experience Modification Factor	1.0	.98



AmCares 24/7 Nurse Line: Your First Step for Injured Employees



AmCares® offers a 24/7 nurse line to all policyholders at no additional cost. Nurses use nationally recognized triage guidelines to identify the appropriate level of care. Make AmCares your first step after a workplace injury, as nurses will assess the situation and recommend care options, including:

- Self-Care
- Telemedicine
- Occupational Clinic
- Urgent Care
- Emergency Room

Key Takeaways

- With a single phone call, AmTrust insureds can report a claim and have their employee speak to a nurse.
- If the injured employee is available by phone and has not already received care, call 888-239-3909 and select the option to speak to a nurse for timely assessment and care recommendations.
- A nurse will inform about in-network providers if treatment is necessary.

Please contact Amcaresnursetriage@amtrustgroup.com with any questions.

Benefits



Immediate access to nurse expertise

Nurse will conduct assessment and provide appropriate care recommendations



Easy claim reporting

One call to create claim & speak to a nurse



Decrease unnecessary ER visits & wait time

Ensure appropriate level of care is selected for the injury



Access to quality network providers

Recommend providers near the injured employee, if needed



Workers' Compensation Claim Reporting Information



24/7 Claim Reporting for All States



Website

www.amtrustfinancial.com



Phone Number

(888)239-3909



Nurse Triage

If the Injured employee is available by phone and has not already received medical care, call 888.239.3909 to report claim and select the option to speak to a nurse to discuss treatment options.



Information Required for All Claims Reported

1. Name of the Insured and policy number
2. Name and contact information of Injured worker
3. Date, time and place of accident
4. Description of accident or incident
5. Name, phone, and/or email of person making the report
6. Any information on the Injured workers lost time

Early claim reporting is essential to a better claim outcome. Don't delay reporting if you do not have all the details.



How do I help my injured worker find a doctor?

- If nurse triage is utilized per the above, assistance will be provided in locating an in-network facility in the area
- We also offer an online physician search for all states, www.talispoint.com/amtrust/external.
- For California, www.talispoint.com/amtrust/campn
- For CO, GA, PA & TN, please refer to panel provided by AmTrust via mail or email



How does my injured employee receive prescription medications related to the accident/injury?

- Refer to the claims kit for your state at www.talispoint.com/amtrust/external for a First Fill card for your Injured employee to use at the pharmacy to cover the cost of approved medication.

Timely Reporting

When a work-related injury occurs, it is important to act immediately. Timely reporting of a new claim helps to provide a smooth and successful claim process for both you and your injured worker.



We're Here To Help

After your claim has been filed, we may be in touch to obtain additional information. Our goal is to offer a smooth and hassle-free experience – from your first contact to the claims conclusion. Feel free to also call us with any questions. We're here to help.



Relax And Stay Positive

You have the assurance of our knowledge, expertise, and understanding of the claim process. We're with you all the way.



Premium Summary

Proposed Policy Term	Line of Business	Carrier	Writing Carrier	AM Best Rating
07/01/2026 - 07/01/2027	Commercial Property	Liberty Mutual	Liberty Mutual Fire Ins Co	A
07/01/2026 - 07/01/2027	General Liability	Liberty Mutual	Liberty Mutual Fire Ins Co	A
07/01/2026 - 07/01/2027	School Leaders Errors Omissions	Liberty Mutual	Liberty Mutual Fire Ins Co	A
07/01/2026 - 07/01/2027	Business Auto	Liberty Mutual	Liberty Mutual Fire Ins Co	A
07/01/2026 - 07/01/2027	Crime	Liberty Mutual	Employers Insurance of Wausau	A
07/01/2026 - 07/01/2027	Umbrella	Liberty Mutual	Liberty Mutual Insurance Company	A
07/01/2026 - 07/01/2027	Workers Compensation	AmTrust North America	Security National	A-
Line of Business		Expiring Premium		Proposed Premium
Property		\$96,419.00		\$98,071.00
General Liability		\$17,466.00		\$15,409.00
School Leaders Errors Omissions		\$8,157.00		\$8,500.00
Business Auto		\$7,672.00		\$8,898.00
Crime		\$861.00		\$1,216.00
Umbrella		\$8,234.00		\$6,082.00
Workers Compensation		\$28,608.00		\$29,772.00
Total Annual Premium		\$167,417.00		\$167,948.00

Options	Premium
Property Terrorism Coverage included in Premium	\$448.00
General Liability Terrorism Coverage included in Premium	\$115.00
School Leaders Errors Omissions Terrorism Coverage included in Premium	\$84.00
Auto Terrorism Coverage included in Premium	\$0
Crime Terrorism Coverage included in Premium	\$0
Umbrella Terrorism Coverage included in Premium	\$142.00

Note: If coverage is not bound by the proposed effective date, premium, coverage, and terms are subject to change.

Marketing	Premium
Work Comp New Carrier Options: Same Limits, Payrolls and eMod as Incumbent. Differences will be the individual carrier payroll rates and credits	
1) Accident Fund: AM Best Rating "A"	\$34,807.00
2) ICW: AM Best Rating "A". Premium Indication Only	\$32,500.00
3) Liberty Mutual: AM Best Rating "A". Premium Indication Only	\$58,000.00
4) RAS / Dakota Truck Underwriters: AM Best Rating "A"	\$40,630.00
5) SFM: Declined to Quote	\$0

Changes Made During Policy Year

Property: Effective 1-29-2026: \$130.00 Additional Premium

Increase Debris Removal Expenses limit to \$1M

Increase Demolition & Increased Cost of Construction Limits to \$1M

Add Above Ground and Underground Transmission Lines

General Liability: Effective 2-11-2026: Removed Violent Event Coverage - \$29.00 Return Premium

Effective 2-11-2026: Add Violent Event Coverage - \$29.00 Additional Premium

Crime: Effective 2-23-2026: Increase Employee Theft Limit to \$1M / \$10K Deductible

Increase Forgery Limit to \$500K / \$5K Deductible - \$191.00 Additional Premium

Umbrella: Effective 1-29-2026: Increase Limits to \$4M / \$4M - \$4,876 Additional Premium

Amtrust: Short-Term Policy Term 12-24-2025 to 7-1-2026

Changes Made for Renewal

Liberty Mutual: General Liability: Added Form: LCU21208 Electromagnetic Fields & Electromagnet Radiation Exclusion

Umbrella: Added Forms: LCU2512 Total Pollution Exclusion with a Hostile Fire Exception

LCU21123 Electromagnetic Fields & Electromagnet Radiation Exclusion

Amtrust: Full-Term Policy Term 7-1-2026 to 7-1-2027

Payment Plan

Liberty Mutual: All Lines: Direct Bill / Full Payment Plan

AmTrust: Work Comp: Direct Bill / Monthly Installment Plan

Net Rates

General Liability Net Rates (per \$1,000)

Loc #	Code	Description	Expiring Net Rate	Renewal Net Rate
1	97501	Solar Energy Systems-Existence Hazard Only (Lessor's Risk Only)	182.892	215.385
1	44194	Grandstands or Bleachers	622.031	715.457
1	48638	Stadiums-Operated by Insured	9.980	13.562
1	48924	Swimming Pools/Commercially operated	62.203	71.546
1	47471	Schools Public - Elementary, Kindergarten, Jr High	10.256	14.247
1	47469	Schools-Faculty Liability	12.748	17.336
1	47473	School Public - High	13.399	18.659
2	44193	Grandstands or Bleachers	622.031	715.457

Work Comp Net Rates (per \$100)

Loc #	State	Code	Description	Expiring Net Rate	Renewal Net Rate
1	MN	8868	School-Professional Employees & Clerical	.38	.386
1	MN	9101	School-All Other Employees	3.24	2.723

Binding Requirements

Items needed to Bind:

Signed Proposal

Last Signed 1-20-2026. Electronic Delivery Authorization Form and InsurLink Client Portal:

- Tim Tydlacka (320)523-1031 tim.tydlacka@bold.k12.mn.us
- Nancy Jahnke (320)523-1031 nancy.jahnke@bold.k12.mn.us
- Nicole Veith (320)523-1031 nicole.veith@bold.k12.mn.us

Liberty Mutual:

- 1) Education Renewal Questionnaire Completed, Signed, Dated. *Refer to Separate Document*
- 2) Solar Panel Quesitonnaire Completed, Signed, Dated. *Refer to Separate Document*
- 3) Review / Update Inland Marine / Scheduled Equipment Acord. *Refer to Separate Document*
- 4) Signed Property Statement of Value. *Refer to 2-Page Form Below*
- 5) Review / Update Property Building SOV: Update Roof, Electrical, Plumbing, HVAC. *Refer to Separate Document*
- 6) Confirm Drivers and Vehicles: *Refer to Driver and Vehicles Sections of Proposal*
- 7) Provide Renewal COI's for Contracted Student Transportation
- 8) Loss Runs from Prior Carrier(s) – 2021 to 2025 Terms (All Lines)
- 9) If Rejecting Terrorism Coverage – Property – Sign and Date Form. *Refer to TRIA Form Below*
 *If Rejecting Terrorism Coverage – All Other Lines – Decline will be noted at the time of binding

Accident Fund: If Chosen, New Work Comp Carrier

- 1) Signed Officer Election Form. *Refer to Form Below.*
- 2) Signed Work Comp Acord Form. *This will be sent through NRP Adobe eSignature Program*
- 3) Claims and Loss Control Contact: Name, Phone Number and Email

ICW: If Chosen, New Work Comp Carrier

- 1) Loss History Report – 2021 to 2025

RAS / Dakota Truck Underwriters: If Chosen, New Work Comp Carrier

- 1) Loss History Report – 2021 to 2026
- 2) Signed Work Comp Acord Form. *This will be sent through NRP Adobe eSignature Program*

Coverages to Consider

Provide a Quote	Decline a Quote	Coverage in Force	
		X	Directors and Officers Liability
X			Fiduciary Liability
		X	Employment Practices Liability
		X	Commercial Crime SEE LIMITS PG 24
	X		Bonds (Commercial or Contract)
		X	Pollution Liability
		X	Cyber Liability
		X	Umbrella Liability
	X		Flood Insurance
	X		Earthquake Insurance
		X	Ordinance or Law Coverage SEE LIMITS PG 10
		X	Equipment Breakdown
		X	Professional Liability
		X	Communicable Disease/Virus & Bacteria Exclusion
	X		Drone Coverage
	X		Life Insurance
	X		Coverage for States Other Than Those Already Listed
	X		Workers Compensation - Owners, spouses, parent or children
	X		Higher Limits Are Available Subject to Underwriter Review

I acknowledge that the above coverages have been offered to me, and I have either requested a formal quote or declined the additional coverages. I understand my rejection of these additional coverages may result in the denial of claims in the future.

Named Insured: BOLD School District ISD 2534 Title: Superintendent

Signature: Tim Tydlacka Date: Jun 8, 2026



STATEMENT OF VALUES

DATE (MM/DD/YYYY)
05/29/2026

AGENCY North Risk Partners P.O. Box 64018 St Paul MN 55164		CARRIER Liberty Mutual Fire Ins Co NAIC CODE: 23035		PAGE OF	
CONTACT NAME: Linda Greene PHONE (A/C, No, Ext): (763) 536-8006 FAX (A/C, No): E-MAIL ADDRESS: linda.greene@northriskpartners.com CODE: SUBCODE:		INSURED / APPLICANT BOLD ISD 2534		POLICY NUMBER YW2251295105	
HEADQUARTERS ADDRESS 701 9th St S Olivia MN 56277		AGENCY CUSTOMER ID: 00315925		APPLICABLE CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> EARTHQUAKE COV <input type="checkbox"/> BROAD <input type="checkbox"/> FLOOD <input checked="" type="checkbox"/> SPECIAL <input type="checkbox"/> SPRINKLER LEAKAGE EXCL <input checked="" type="checkbox"/> Windstorm and Hail <input type="checkbox"/> VANDALISM EXCL	

APPLICABLE FORM NUMBERS (Attach completed forms and endorsements that require completion to provide necessary information affecting rates or loss costs)

CLASS CODE	LOC #	BLDG #	DESCRIPTION OF PROPERTY ADDRESS OF PROPERTY	VALUATION	SUBJECT	100% VALUES	RATE OR LOSS COST	PREMIUM
	1	1	Bold Elementary School 110 S 9th St Bird Island MN 55310	RC	B	26,211,333		
	1	1	Bold Elementary School 110 S 9th St Bird Island MN 55310	RC	BPP	1,701,567		
	1	1	Bold Elementary School 110 S 9th St Bird Island MN 55310	ALS	BI	500,000		
	1	1	Bold Elementary School 110 S 9th St Bird Island MN 55310	ALS	EE	200,000		
	1	2	Loc 1 Property in the Open 110 S 9th St Bird Island MN 55310	RC	BPP	16,250		
	2	1	Bold Public High School 701 9th St S Olivia MN 56227	RC	B	45,523,280		
	2	1	Bold Public High School 701 9th St S Olivia MN 56227	RC	BPP	8,492,031		
	2	1	Bold Public High School 701 9th St S Olivia MN 56227	ALS	EE	300,000		
	2	2	Football Shed 701 9th St S Olivia MN 56227	RC	B	41,202		
	2	2	Football Shed 701 9th St S Olivia MN 56227	RC	BPP	5,000		
	2	3	Steffel Shed 701 9th St S Olivia MN 56227	RC	B	48,478		
	2	4	Track Shed 701 9th St S Olivia MN 56227	RC	B	23,544		
TOTAL						\$ 84,733,779	N/A	\$

SIGNATURE

ALL VALUES AND LOCATION INFORMATION ARE CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

INSURED'S SIGNATURE	TITLE	DATE
---------------------	-------	------





STATEMENT OF VALUES

DATE (MM/DD/YYYY)
05/29/2026

AGENCY North Risk Partners P.O. Box 64016 St Paul MN 55164		CARRIER Liberty Mutual Fire Ins Co NAIC CODE: 23035		PAGE OF	
INSURED / APPLICANT BOLD ISD 2534		POLICY NUMBER QTE - YW2251295105		EFFECTIVE DATE 07/01/2026	
CONTACT NAME: Linda Greene PHONE (A/C, No, Ext): (763) 536-8006 FAX (A/C, No): E-MAIL ADDRESS: linda.greene@northriskpartners.com CODE: SUBCODE:		HEADQUARTERS ADDRESS 701 9th St S Olivia MN 56277			
AGENCY CUSTOMER ID: 00315925		COINS % <input type="checkbox"/> 80% <input type="checkbox"/> 90% <input type="checkbox"/> 100%		APPLICABLE CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> BROAD <input checked="" type="checkbox"/> SPECIAL <input checked="" type="checkbox"/> Windstorm and Hail	
		<input type="checkbox"/> EARTHQUAKE COV <input type="checkbox"/> FLOOD <input type="checkbox"/> SPRINKLER LEAKAGE EXCL <input type="checkbox"/> VANDALISM EXCL		<input type="checkbox"/> SPECIFIC AVERAGE RATE REQUESTED <input type="checkbox"/> BLANKET RATE REQUESTED	

APPLICABLE FORM NUMBERS (Attach completed forms and endorsements that require completion to provide necessary information affecting rates or loss costs)

CLASS CODE	LOC #	BLDG #	DESCRIPTION OF PROPERTY ADDRESS OF PROPERTY	VALU-ATION	SUBJECT	100% VALUES	RATE OR LOSS COST	PREMIUM
	2	5	Pump House 701 9th St S Olivia MN 56227	RC	B	11,336		
	2	6	"Portable" Shed 701 9th St S Olivia MN 56227	RC	B	29,430		
	2	7	Garage 701 9th St S Olivia MN 56227	RC	B	176,580		
	2	8	Storage Shed 701 9th St S Olivia MN 56227	RC	B	5,000		
	2	9	Property in the Open 701 9th St S Olivia MN 56227	RC	BPP	919,879		
	2	10	Portable Shed 701 9th St S Olivia MN 56227	RC	B	25,000		
	2	11	Portable Shed 701 9th St S Olivia MN 56227	RC	B	25,000		
	2	12	Scoreboard & Light Poles 701 9th St S Olivia MN 56227	RC	B	254,179		
	2	13	Concession Box Stand & Bleachers 701 9th St S Olivia MN 56227	RC	B	185,000		
	2	14	Solar Panels 701 9th St S Olivia MN 56227	RC	B	39,690		
TOTAL						\$ 84,733,779	N/A	\$

SIGNATURE

ALL VALUES AND LOCATION INFORMATION ARE CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

INSURED'S SIGNATURE <i>Tim Tydlacka</i>	TITLE Superintendent	DATE Jun 8, 2026
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TRIA Form

TERRORISM COVERAGE ELECTION FORM

BOLD ISD 2534
701 9TH ST S
OLIVIA MN 56277

Effective: 07/01/2026

Please indicate your election to accept or reject this offer below:

I hereby elect to purchase coverage for "certified acts of terrorism" for the policy period for \$448.

I hereby reject this offer of coverage for the policy period. I understand that by rejecting this offer, I will have no coverage for losses arising from "certified acts of terrorism".

Mandatory Premium Disclosure Statement

Fire insurance is mandatory in some states. The premium charge for fire losses that result from "certified acts of terrorism" and occur in states that require this coverage is \$0 and is included in the total premium amount shown above. This mandatory premium will be charged whether you accept or reject terrorism coverage.

Policyholder Acknowledgement

I hereby acknowledge that I have received notice of TRIA, the federal share of compensation for "certified acts of terrorism," the premium charge for losses covered by TRIA, and the Company's limit of liability should losses covered by TRIA exceed \$100 billion.

Tim Tydlacka

Jun 8, 2026

Policyholder/Applicant Signature

Date

Policyholder/Applicant Signature

The summary of the Act and the coverage under your policy contained in this notice is necessarily general in nature. Your policy contains specific terms, definitions, exclusions and conditions. In case of any conflict, your policy language will control the resolution of all coverage questions. Please read your policy carefully.

If you have any questions regarding this notice, please contact your sales representative or agent.





PO Box 40790
Lansing, MI 48901-7990

Policy Number: _____

Policy Inception Date: _____

Notice of Election or Rejection of Workers' Compensation & Employers' Liability Coverage

Entity Type Check one box only:	<input type="checkbox"/> CORPORATION	<input type="checkbox"/> LIMITED LIABILITY COMPANY (LLC)
	<input type="checkbox"/> SOLE PROPRIETOR	<input type="checkbox"/> GENERAL OR LIMITED PARTNERSHIP

I, _____ (Print Name) certify that I am a

Sole Proprietor Corporate Officer Managing Member
 General Partner Limited Partner Member

of _____ (Print Name of Entity)

Location: _____ (Print Street Address, City, and State of Entity)

Corporate Title: _____ (Print Title) % of ownership: _____ (Print Percentage)

Check one box only and complete the section as indicated:

I elect to be Included for coverage under the provisions of
 Excluded from coverage

_____ (Print State of Domicile) Workers' Compensation Law.

I elect to revoke my previous election to be Included for coverage
 Excluded from coverage

I understand that any election or rejection of Part One - Workers' Compensation Coverage also applies to Part Two – Employers' Liability Insurance. I swear or affirm under penalty of perjury that the information contained on this form is true and correct,

signed this _____ (Print Day) day of _____ (Print Month), 20____ (Print Year).

(Print Name)

(Signature)

All Requests for Exclusion or Inclusion are subject to Underwriting review to ensure compliance with applicable state law.

NER-601 (02-24)



Electronic Delivery Authorization

ELECTRONIC SELECTION/REJECTION OPTIONS

North Risk Partners is requesting consent from insureds prior to engaging in further electronic delivery of insurance policies and/or other supporting documents in connection with the policy. You have the right to:

- **Select Electronic Delivery;** policies and/or supporting documents are delivered via electronic delivery-either via email or InsurLink client portal. Paper copies of documents will no longer be sent.
- **Reject Electronic Delivery;** policies and or/supporting documents are delivered via mail or hand delivery by risk advisor. You will continue to receive email correspondence from North Risk Partners.
- **Withdraw your consent;** if you decide you no longer want to receive electronic delivery of documents in connection with your insurance policy. You will continue to receive email correspondence from North Risk Partners.

SELECTION OF ELECTRONIC DELIVERY OPTION – *Please Choose One*

Email Delivery

InsurLink Client Portal Delivery

REJECTION OF ELECTRONIC DELIVERY OPTION

WITHDRAWAL OF CONSENT OF ELECTRONIC DELIVERY

ELECTRONIC DELIVERY DISCLOSURE

The policyholder who elects to allow for electronic delivery of policy documents should be diligent in updating the electronic mail address provided to the North Risk Partners in the event that the address should change.

Signature: _____ Date: _____

Preferred email for Electronic Delivery: _____

North Risk Partners contact email: linda.greene@northriskpartners.com





What is the InsurLink Client Portal?

We empower our clients by providing a convenient and secure electronic environment to access their insurance data, including policies, endorsements, certificates of insurance, auto ID cards, and more.

User Info

Name:

Title:

Email:

Permissions

- View Policy documents (i.e., policies, endorsements, etc.)
- View Auto ID Cards
- View Certificates of Insurance
- Share/Add Documents (i.e., financials, handbook, etc.)
- Add Certificate Holders

User Info

Name:

Title:

Email:

Permissions

- View Policy documents (i.e., policies, endorsements, etc.)
- View Auto ID Cards
- View Certificates of Insurance
- Share/Add Documents (i.e., financials, handbook, etc.)
- Add Certificate Holders

User Info

Name:

Title:

Email:

Permissions

- View Policy documents (i.e., policies, endorsementst, etc.)
- View Auto ID Cards
- View Certificates of Insurance
- Share/Add Documents (i.e., financials, handbook, etc.)
- Add Certificate Holders

User Info

Name:

Title:

Email:

Permissions

- View Policy documents (i.e., policies, endorsements, etc.)
- View Auto ID Cards
- View Certificates of Insurance
- Share/Add Documents (i.e., financials, handbook, etc.)
- Add Certificate Holders

User Info

Name:

Title:

Email:

Permissions

- View Policy documents (i.e., policies, endorsements, etc.)
- View Auto ID Cards
- View Certificates of Insurance
- Share/Add Documents (i.e., financials, handbook, etc.)
- Add Certificate Holders



Claims Made Policy Information

Each claims made policy issued has individual coverages, policy conditions and exclusions. It is especially important to understand the conditions and requirements in the policy agreement for reporting claims. Each policyholder has rights, duties and responsibilities for claims that are explained within the policy itself. Not complying with your obligation to report a claim in the timely manner prescribed, admitting liability or assuming responsibility for a loss, or incurring claims expense not authorized may void coverage under this insurance contract.

Extended Reporting Period

If you decide to cancel this claims made policy form and do not replace it with another or are unable to obtain the same retroactive date for coverage, you may want to purchase an Extended Reporting Period. This endorsement would allow you an additional period of time to report claims that may result from Wrongful Acts committed during the period of time you did have coverage. There is an additional premium for the claim reporting extension and the premium in most cases is set forth in the policy contract. You have a limited time to notify the carrier of your intent to purchase the extension.

Retroactive Date

Coverage is provided under the policy for Wrongful Acts that occur after the Retroactive Date stated in the policy. Some policies will provide coverage for "full prior acts." Wrongful Acts that occur prior to the retroactive date of coverage will not be covered by this policy.

Pending and Prior Litigation

If you are aware of any pending or prior litigation at the time the policy is issued, those situations or claims will not be covered by this insurance. Often the policy will have a Pending and Prior Litigation date that usually will match the effective date of coverage.

Your Application

The application for coverage becomes a warranty. Everything stated in the application must be truthful and honest to the best of your knowledge at the time the application is completed. Failure to fully disclose information may void coverage under the contract.

Your Duty to Report Claims and Incidents

Within each policy you have a duty to report claims and incidents that could give rise to a claim. Claim is defined differently under each contract. Sometimes it is a written demand for money. It can be described as a written or oral demand for damages. Some policy forms include some coverage for administrative hearings. If you are worried about any situation it is important for you to call and report the claim or incident to the agency or the company as outlined in your policy.

Minnesota Guaranty Association Notice

NOTICE CONCERNING POLICYHOLDER RIGHTS IN AN INSOLVENCY UNDER THE MINNESOTA INSURANCE GUARANTY ASSOCIATION

The financial strength of your insurer is one of the most important things for you to consider when determining from whom to purchase a property or liability insurance policy. It is your best assurance that you will receive the protection for which you purchased the policy. If your insurer becomes insolvent, you may have protection from the Minnesota Insurance Guaranty Association as described below but to the extent that your policy is not protected by the Minnesota Insurance Guaranty Association or if it exceeds the guaranty association's limits, you will only have the assets, if any, of the insolvent insurer to satisfy your claim.

Residents of Minnesota who purchase property and casualty or liability insurance from insurance companies licensed to do business in Minnesota are protected, **SUBJECT TO LIMITS AND EXCLUSIONS**, in the event the insurer becomes insolvent. This protection is provided by the Minnesota Insurance Guaranty Association.

Minnesota Insurance Guaranty Association
7600 Parklawn Avenue, Suite 460
Edina, Minnesota 55435
(952) 831-1908

The maximum amount that the Minnesota Insurance Guaranty Association will pay in regard to a claim under all policies issued by the same insurer is limited to \$300,000. This limit does not apply to workers' compensation insurance. Protection by the guaranty association is subject to other substantial limitations and exclusions. If your claim exceeds the guaranty association's limits, you may still recover a part or all of that amount from the proceeds from the liquidation of the insolvent insurer, if any exist. Funds to pay claims may not be immediately available. The guaranty association assesses insurers licensed to sell property and casualty or liability insurance in Minnesota after the insolvency occurs. Claims are paid from the assessment.

THE PROTECTION PROVIDED BY THE GUARANTY ASSOCIATION IS NOT A SUBSTITUTE FOR USING CARE IN SELECTING INSURANCE COMPANIES THAT ARE WELL MANAGED AND FINANCIALLY STABLE. IN SELECTING AN INSURANCE COMPANY OR POLICY, YOU SHOULD NOT RELY ON PROTECTION BY THE GUARANTY ASSOCIATION. THIS NOTICE IS REQUIRED BY MINNESOTA STATE LAW TO ADVISE POLICYHOLDERS OF PROPERTY AND CASUALTY INSURANCE POLICIES OF THEIR RIGHTS IN THE EVENT THEIR INSURANCE CARRIER BECOMES INSOLVENT. THIS NOTICE IN NO WAY IMPLIES THAT THE COMPANY CURRENTLY HAS ANY TYPE OF FINANCIAL PROBLEMS. ALL PROPERTY AND CASUALTY INSURANCE POLICIES ARE REQUIRED TO PROVIDE THIS NOTICE.

WORKERS' COMPENSATION ELECTION OF COVERAGE

Minnesota Workers' Compensation law (Minn. Stat. 176.041) exempts coverage for the following employed persons and their spouses, parents or children (regardless of age or wage rate):

1. An individual owner of a business (a sole proprietorship).
2. A partner or partners of a partnership.
3. Executive officers of a closely held corporation in which the corporation has
 - capital stock held by no more than 10 persons.
 - less than 22,880 hours of payroll in the previous calendar year.
 - If both are applicable, only executive officers owning 25% or more of the stock are excluded and must elect to be included.
4. Managers of Limited Liability Companies in which the LLC has:
 - 10 or fewer members (i.e., owners)
 - less than 22,880 hours of payroll in the previous calendar year,
 - If both are applicable, only managers who own at least 25% membership interest are excluded and must elect to be included.

Please complete this form with the name and title or relationship of all employed persons listed above. Indicate by checking the appropriate box whether each person is to remain excluded for coverage or whether coverage is desired.

Please print or type

I N C L U D E	E X C L U D E	Name of sole proprietor, partner, corporate officer or manager of LLC electing or rejecting coverage.	Title (and % of ownership)

SIGNATURE _____ TITLE _____ DATE _____

I N C L U D E	E X C L U D E	Name of spouse, parent or child for whom insured is electing or rejecting coverage.	Relationship

SIGNATURE _____ TITLE _____ DATE _____

Named Insured: BOLD School District ISD 2534
 Policy Number:





Date: _____

Company: _____

Company Address

City: _____

State: _____ Zip: _____

Phone: _____

Approximate number of employees: _____

Be sure to include all names associated with the account (i.e., DBAs, sister companies).

North Risk Team

Risk Advisor (P/C): _____

Risk Advisor (Benefits): _____

The contacts entered below will be signed up to receive marketing communications from North Risk Partners (e.g., webinar invites, regulatory updates, etc.).

Should this client be set up with North Risk Partners Training Center powered by Lezage? Yes No

If yes, please indicate which contact should be the training administrator. There can only be one training administrator

Contact 1 LMS Training Administrator:

Name: _____

Title: _____

Email: _____

Contact 2

Name: _____

Title: _____

Email: _____

Contact 3

Name: _____

Title: _____

Email: _____

Contact 4

Name: _____

Title: _____

Email: _____

INTERNAL PROCESSING STEPS: (1) Add all contacts to AMS or BenefitPoint to receive marketing emails.
(2) If the client should be set up with North Risk's Training Center, submit the VAS Portal Sign-up Form on OTIS.



FY27 Revised Operating Budget- 2534

	FY26	Proposed FY27
General Fund		
Revenues	\$9,540,487.00	\$9,456,744.00
Expenditures	\$9,835,342.00	\$9,731,901.00
Net Income (Deficit)	(\$294,855.00)	(\$275,157.00)
Food Service Fund		
Revenues	\$539,340.00	\$560,990.00
Expenditures	\$520,388.00	\$607,625.00
Net Income (Deficit)	\$18,952.00	(\$46,635.00)
Community Service Fund		
Revenues	\$238,473.00	\$226,901.00
Expenditures	\$250,974.00	\$289,921.00
Net Income (Deficit)	(\$12,501.00)	(\$63,020.00)
Pool Fund		
Revenues	\$114,500.00	\$105,500.00
Expenditures	\$114,500.00	\$105,500.00
Net Income (Deficit)	\$0.00	\$0.00
Scholarship Fund		
Revenues	\$7,500.00	\$8,000.00
Expenditures	\$7,500.00	\$8,000.00
Net Income (Deficit)	\$0.00	\$0.00
Overall	(\$288,404.00)	(\$384,812.00)

Adopted: ~~February 27, 2023~~ June 22, 2026

MSBA/MASA Model Policy 203.2

Orig. 1997

Revised: ~~February 27, 2023~~ April 12, 2026

Rev. 2023~~6~~

[Note: Modified for use by I.S.D. #2534]

203.2 AGENDA ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

The superintendent in consultation with the chairperson of the board shall prepare the agenda for each board meeting. Whenever a matter involving policy consideration is placed on the agenda, the superintendent shall advise the board of any policies previously adopted affecting such matters. Items of business may be suggested by board members, administration, or district residents of the district for inclusion on the agenda. (Refer to MSBA Model Policy 206 for clarification on public participation).

After acceptance of the agenda, items of business may not be suggested from the floor for discussion and/or action at the same meeting except at the discretion of the chairperson or the majority of board members present.

1. Call to Order and Roll Call
2. Recite Pledge of Allegiance
3. Approval of Agenda
4. Recognition of Visitors to Board Meeting
5. *Public Forum
6. Consent Agenda Items
7. Reports
 - a. Superintendent's Report
 - b. PK-6 Principal Report
 - c. 7-12 Principal's Report
 - d. Activities Report
 - e. Community Education Report

- f. Food Service Director Report
- g. Pool Director Report
- h. Facilities and Maintenance Director Report
- i. School Board's Committee Reports
8. Unfinished Business
9. New Business
10. Adjourn

[NOTE: The school board should incorporate its preferred order of business into this policy.]

*Public Forum will be placed on the agenda for regular board meetings. During this part of each regular school board meeting, time will be allowed for district constituents to address the school board. Pursuant to Policy 206 Section VI the board will make every effort to allow district constituents to speak, but may limit discussion to ensure all business is addressed for the interest of the district. This is a time of "listening" by the school board.

- B. Items in this order may be considered as part of a consent agenda.
- C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board - Governing Rules)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 206 - Public Participation in School Board Meetings, Complaints & Data Privacy Considerations

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

III. PROCEDURES

- A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.
- B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

[Note: The Minnesota Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]

- C. The tentative agenda and supporting documents shall be sent to the school board members **at least three (3)** days prior to the scheduled school board meeting.
- D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 207 (Public Hearings)

Adopted: ~~April 22, 2024~~ June 22, 2026

MSBA/MASA Model Policy 521

Orig. 1995

Revised: ~~March 28, 2022~~ May 16, 2024

Rev. 2022 2024

521 STUDENT DISABILITY NONDISCRIMINATION

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

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact K7 to 12 Principal, Melissa Bodin or PK to 6 Principal Kristine Krafka, 701 South 9th Street, Olivia, MN 56277, (320) 523-1031. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: **Minn. Stat. § 363A.03, Subd. 12 (Definitions)**

42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)

29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Adopted: ~~May 19, 2025~~ June 22, 2026

MSBA/MASA Model Policy 701

Orig. 1995

Revised: ~~November 14, 2024~~ February 1, 2026

Rev. 2026 4 (Nov.)

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[NOTE: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENTS

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. ~~The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.~~ When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.
- B. ~~The school district must maintain separate accounts to identify revenues and expenditures for each building.~~ Expenditures shall be reported in compliance with Minnesota Statutes, section 123B.76.
- C. Prior to July 1 of each year, the school board ~~must~~ shall approve and adopt its ~~initial~~ revenue and expenditure budgets for the next school year. The ~~adopted expenditure~~ budget document ~~so adopted must~~ shall be considered ~~the school board's an~~ expenditure-~~authorizing or appropriations document~~ authorization for that school year. No funds ~~may~~ shall be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or

prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

- D. Each year, the school district ~~must~~ shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner of the Minnesota Department of Education (Commissioner) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement ~~must~~ shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. ~~A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district.~~ At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section, 123B.10.
- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above **in a conspicuous place** on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise

approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)

Adopted: ~~August 25, 2025~~ June 22, 2026

MSBA/MASA Model Policy 807
Orig. 2012
Rev. 2022-2026

Revised: ~~June 26, 2022~~ February 1, 2026

807 HEALTH AND SAFETY POLICY

~~[NOTE: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Minnesota Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. This policy has been approved by the Minnesota Department of Education.]~~

~~The subdivisions of Minnesota Statutes, section 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.]~~

[NOTE: This policy has been approved by the Minnesota Department of Education. The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcing workplace safety rules. Each recommendation shall include estimates of the annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minnesota Statutes, section 182.676 carry

out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minnesota Statutes, section 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the facilities **health and safety advisory committee**. Areas that may be considered include, but are not limited to, the following:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Employee Right to Know
 - 4. Emergency Action Planning
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
 - 10. Infectious Waste/Bloodborne Pathogens
 - 11. Community Right to Know
 - 12. Compressed Gas Safety
 - 13. Confined Space Standard
 - 14. Electrical Safety

- 15 First Aid/CPR/AED
16. Food Safety Inspection
- 17 Forklift Safety
- 18 Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
- 23 Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Chlorine
34. Fall Protection
35. ~~Ladder/Fall Protection~~ National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
36. ~~Laboratory Safety~~
37. Other areas determined to be appropriate by the facilities **health and safety advisory committee**.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.

- F In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Health and Safety Projects)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program;
Applicability)
Minn. Rules Part 5208.0070 (Accident and Injury Reduction Program;
Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

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

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

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

VII. VIOLATIONS

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

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, § 10
Minn. Stat. § 121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)

503 STUDENT ATTENDANCE

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

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.
- c. The district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff during scheduled school hours. Minnesota Statutes, section 120A.22 does not remove the school district's responsibility to continue to comply with reporting requirements in Minnesota Statutes, section 126C.05 for the purposes of funding.
- d. The principal must issue and keep a record of attendance, under rules established by the school board

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. ~~To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A parent, guardian or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse. The note must include dates and times the student is to be excused.~~

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 120A.22 as indicated above.]

- b. To be considered an excused absence, the student's parent or

legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

[NOTE: The school district may choose to include subparagraph (b).]

c. The school board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

~~(1) — Illness up to ten (10) days total for the year.~~

~~(2) — Serious illness in the student's immediate family.~~

~~(3) — A death or funeral in the student's immediate family or of a close friend or relative.~~

~~(4) — Medical, dental, or orthodontic treatment, or a counseling appointment.~~

~~(5) — Court appearances occasioned by family or personal action.~~

~~(6) — Religious instruction not to exceed three hours in any week.~~

~~(7) — Physical emergency conditions such as fire, flood, storm, etc.~~

~~(8) — Official school field trip or other school-sponsored outing.~~

~~(9) — Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.~~

~~(10) — Family emergencies.~~

~~(11) — Active duty in any military branch of the United States.~~

~~(12) — A student's condition that requires ongoing treatment for a mental health diagnosis.~~

~~(13) — Pre-approved family vacations.~~

~~(14) — Official College Visits — Juniors may take one and Seniors may take two. These must be approved by the office prior to the trip.~~

~~(15) — Driver's Education instruction as well as written and behind~~

~~the wheel exams.~~

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
 - (a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;
 - (b) family emergencies;
 - (c) the death or serious illness or funeral of an immediate family member;
 - (d) active duty in any military branch of the United States;
 - (e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or
 - (f) other exemptions included in this attendance policy.
- (2) that the child has already completed state and district standards required for graduation from high school; or
- (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three (3) hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[NOTE: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute.

Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

~~[Note: State law provides that a school board may include other exemptions in the school district's attendance policy. See Minnesota Statutes section 120A.22, subdivision 12. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]~~

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Work missed because of absence must be made up within two (2) days for each day missed up to a maximum of two (2) weeks from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher, in consultation with the building principal, may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

- a. The following are examples of absences which will not be excused:
- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
 - (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
 - (3) Work at home.
 - (4) Work at a business, except under a school-sponsored work release program.
 - (5) Vacations with family that have not been pre-approved by

the building principal at least seven (7) days prior to the first day of absence.

- (6) Personal trips to schools or colleges that have not been pre-approved by the building principal at least seven (7) days prior to the first day of absence.
- (7) Absences resulting from cumulated unexcused tardies (3 unexcused tardies equal one unexcused absence).
- (8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Students in grades 7 through 12 with unexcused absences shall be subject to discipline in the following manner:
 - (a) From the first through the fourth cumulated unexcused absence in a semester the student will not be allowed to make up work missed due to such absence.
 - (b) After the third cumulated unexcused absence in a semester, a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of four (4) unexcused absences and that, after the fourth unexcused absence, the student's grade shall be reduced by one (1) increment for each unexcused absence thereafter.
 - (c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.
 - (d) After four (4) cumulative unexcused absences in a semester the teacher will reduce the student's

letter grade by one (1) increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.

(e) After five (5) cumulated unexcused absences in a semester, the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.

(f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

(5) Students in grades K through 6 with unexcused absences shall be subject to discipline in the following manner:

(a) Subject to the current student handbook.

[NOTE: MSBA encourages school boards to consider whether imposition of academic penalties for unexcused absences is consistent with the district's mission and pedagogical approach. If a school board determines that academic penalties should not be imposed, section 2(b) should be deleted or rewritten.]

C. Tardiness

1. Definition:

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.

- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Consequences of tardiness may include detention after **three (3)** unexcused tardies. In addition, **three (3)** unexcused tardies are equivalent to one **(1)** unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
- 5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the **office, the coach, or advisor** before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance **or American Indian cultural practice, observance, or ceremony**.. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year **on the district website**. This policy shall also be available upon request in each principal's office.

- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance or cultural observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes section 120A.05, without valid excuse within a single school year for:

1. Three (3) days if the child is in grades K to elementary school; or
2. Three (3) or more class periods on three (3) days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first-class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes Chapter 260C;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes section 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

[Note: Where truancy services and programs under Minnesota Statutes chapter 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse for one or more class periods on seven (7) school days per school year if the child is in junior high school or high school, ~~under the age of seventeen (17) years of age~~ who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one (1) or more class periods on seven (7) school days per school year ~~if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year~~ and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

Pursuant to section 260C.163, subdivision 11, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

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

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. The federal Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota Comprehensive Assessment (MCA), the Minnesota Test of Academic Skills (MTAS), and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments used to meet this requirement.

The MCA and MTAS/Alt MCA are criterion-referenced assessments, which means they measure a snapshot of student learning of a fixed set of criteria: the Minnesota Academic Standards. The Minnesota K–12 Academic Standards are revised every ten (10) years, according to a schedule determined by the state legislature. When standards are updated, the statewide assessments are also updated with a new series to align to the new standards. The new assessments are administered when the new academic standards are fully implemented.

B. The Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCA)

1. The Minnesota Test of Academic Skills (MTAS) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments designed for, and limited to, students with the most significant cognitive disabilities. They are designed to measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students who receive special education services and meet the [eligibility criteria](#) may take the MTAS/Alt MCA.

2. In compliance with the transition to new Minnesota academic standards, the Minnesota Department of Education (MDE) is developing alternative assessments, the Alt MCA, to replace the MTAS, according to the following schedule:

- a. Science Alternate MCA (2024-25 school year);
- b. Reading Alternate MCA (2025-26 school year); and
- c. Mathematics Alternate MCA (2027-28 school year).

III. DEFINITIONS

A. Most Significant Cognitive Disability

This term describes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. IEP teams may use the following characteristics to identify if a student has a most significant cognitive disability:

1. The student's cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by
 - a. a standardized norm-referenced measure of cognitive functioning, or
 - b. when formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).
2. The student's disability has a significant impact on their ability to function in multiple environments, including home, school and community.
3. The student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills to actively participate in school, work, home and community environments.

B. Other key terms are defined in the current MDE *Procedures Manual for the Minnesota Assessments* (see Resources).

IV. ALTERNATIVE ASSESSMENT

A. Initial Steps

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided.
3. The IEP team must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of an alternate assessment.

4. Participation decisions will be made separately for mathematics, reading, and science. Participation decisions must be made annually and documented in a student's IEP.

B. Alternate Assessment Eligibility Requirements

1. For a student with a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true:
 - a. the student's cognitive functioning to be significantly below age expectations;
 - b. the student's disability has a significant impact on their ability to function in multiple environments, including home, school, and community; and
 - c. the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills to actively participate in school, work, home, and community environments.
2. Alternate assessment participation decisions must not be made on the following factors:
 - a. Student's disability category as defined in Minnesota Rules, part 3525.1325-1348;
 - b. Educational environment or instructional setting;
 - c. Participation in a separate, specialized curriculum;
 - d. An expectation that the student will receive a low score on the MCA;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for participation rate calculations at the district level.

V. ALTERNATE ACCESS FOR ELs

A. ACCESS for ELs

All English learners in grades K–12 in public schools are required to participate annually in an English language proficiency assessment. With very few exceptions, all English learners take the ACCESS for ELs.

Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing. Some students with significant cognitive disabilities may be eligible to take the Alternate ACCESS for ELLs instead of the ACCESS for ELL.

B. Eligibility Requirements

1. The student is identified as an English learner (EL) and is reported as EL in student enrollment data submitted in the Minnesota Automated Reporting Student System (MARSS);
2. The student must have a most significant cognitive disability;
3. The student cannot meaningfully participate in the WIDA ACCESS, even with allowable accommodations.
4. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

C. Alternate ACCESS participation decisions must not be made on the following factors:

1. The student's disability category alone;
2. The student's placement or instructional setting;
3. The student's language background, or other social, cultural, or economic factors;
4. An expectation that the student will receive a low score on the WIDA ACCESS ; and
5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.

VI. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports.

VII. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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 616 (School District System Accountability)

Resources: Minnesota Department of Education (MDE): [Alternate Assessments](#) (accessed 12/31/25)
MDE: [Statewide Assessments Policies and Procedures](#) (accessed 12/31/25)
MDE: [Eligibility Requirements and Decision-Making Tool for Minnesota Alternative Assessment](#) (MTAS/Alternate MCA) (accessed 12/31/25)
MDE: [English Learner Education](#) (accessed 1/1/26)
MDE: [Minnesota's Assessments for English Learners](#) (accessed 1/1/26)
WIDA: [WIDA Alternate ACCESS Participation Decision Tree](#) (accessed 1/1/26)

Adopted: August 24, 2026

MSBA/MASA Model Policy 405

Orig. 1995

Revised: February 1, 2026

Rev. 2026

405 VETERAN'S PREFERENCE

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

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

- A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.
- C. Veteran's preference points will be applied pursuant to applicable law as follows:
 1. A credit of ten (10) points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 2. A credit of fifteen (15) points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
 3. A credit of five (5) points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
 4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.
- D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

- E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.
- F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.
- G. If the school district does not select a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

[NOTE: A school district may require a veteran to complete an initial hiring probationary period as defined in Minnesota Statutes, section 43A.16.]

- H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.
 - 1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
 - 2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.
- I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
 Minn. Stat. § 197.455 (Veteran's Preference Applied)
 Minn. Stat. § 197.46 (Veterans Preference Act)
 Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
 Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

Adopted: ~~June 26, 2023~~ August 24, 2026

MSBA/MASA Model Policy 516.5

Orig. 2023

Revised: ~~June 2023~~ June 16, 2025

Rev: 2025

516.5 OVERDOSE MEDICATION

[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of medication. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and

referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is the School Nurse.

- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

~~*Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."~~

- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
1. Administration type
 2. Dosage
 3. Date of issuance
 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

[NOTE: The Minnesota Department of Education offered guidance regarding the meaning of "school site." If a school site includes multiple buildings, the two-doses requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice areas, and similar buildings not used for instruction.]

- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate ^uin a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. **Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy.** At a minimum, these guidelines and procedures will:
 - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

- G. The school district allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.

[NOTE: The 2025 Minnesota legislature enacted paragraph G. This provision is optional: school districts are not required to adopt paragraph G.]

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored

in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)

Resources: Minnesota Department of Health, [School Toolkit on the Naloxone Administration of Naloxone in School Settings](#)

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

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

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

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

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

individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

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

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515, **Protection and Privacy of Pupil Records**; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515, **Protection and Privacy of Pupil Records**.

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

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
 11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudyify an image or video; or (2) nudyify an image or video on behalf of a user.
 - a. "Identifiable individual" means a person that is identifiable:
 - (1) from the image itself, by the person depicted in the image, or by another person; or
 - (2) from personal information displayed in connection with the image.
 - b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.
 - c. "Nudyify" or "nudyified" means the process by which:
 - (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and
 - (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies.

Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the

use of computers, or participation in other online school activities, and breaches of school security devices.

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

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

VI. FILTER

[NOTE: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes, section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

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

[NOTE: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology

protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

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

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

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

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

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

IX. INTERNET USE AGREEMENT

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

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:

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

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

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

XIV. SCHOOL-ISSUED DEVICES

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

XV. CELL PHONE USE

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

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

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

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

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

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

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

XVII. IMPLEMENTATION; POLICY REVIEW

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)

15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)
 17 U.S.C. § 101 *et seq.* (Copyrights)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

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

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Cultural competence," "cultural competency," or "culturally competent," for purposes of statewide accountability, means the ability of families and educators to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- G. "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 are required to be implemented in the classroom.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The **[school board/superintendent/director of instruction]** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

- A. Benchmarks
The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard.

[NOTE: School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in world languages and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education (MDE), the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. state-developed high school reading and mathematics tests aligned with state academic standards;
 - c. a high school writing test aligned with state standards when it becomes available; and
 - d. science assessments. Annual science assessments are required in one (1) grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of multiple criteria to determine grade promotion or retention. The school district may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. The school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school

board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments administered during high school, shall be informed that admission to a public school is free and available to any resident under twenty-one (21) years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c). The school district will determine how this notice is given.

C. Student Participation

1. The MDE Commissioner must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.306, subdivision 1; and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments, and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.
3. The school district may provide a student's parent access to the student's individual student performance data and achievement report that is made available under Minnesota Statutes, section 120B.305, paragraph (b), clause (1), when the performance data and report is available to the school district.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student’s application signed by the student’s parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
 - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard required for graduation.
- C. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota’s postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed.

When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and

students have the modifications and supports they need to sufficiently understand the assessments.

- B. On an annual basis, the school district must use the career exploration elements to help students, beginning no later than grade 9, and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. Though not a high school graduation requirement, all students, except those eligible for alternative assessments, are encouraged to participate in a nationally recognized college entrance exam.
- D. A student who demonstrates attainment of required state academic standards, which include career and college readiness benchmarks, on high school assessments, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district must pay the cost, one time, for an interested student in grade 11 or 12 who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district must waive the cost for a student who is unable to pay.

- E. 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.

- F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.302 (General Requirements; Test Design)
Minn. Stat. § 120B.305 (Assessment Reporting Requirements)
Minn. Stat. § 120B.306 (District Assessment Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 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)

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Assessment Graduation Requirements and with students as they progress to achievement of those Assessment Graduation Requirements and meet the requirements of federal law.

II GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels.

III. STAFF DEVELOPMENT

- A. **The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee)** shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Assessment Graduation Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Assessment Graduation Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Assessment Graduation Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Assessment Graduation Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals

The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles, and responsibilities, and building orientation. Training will be provided within the first sixty (60) days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers and Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

- Legal References:**
- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
 - Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 - Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
 - Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
 - Minn. Stat. § 122A.16 (Qualified Teacher Defined)
 - Minn. Stat. § 122A.60 (Staff Development Program)
 - Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
 - Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
 - Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
 - Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
 - Minn. Rules Parts 3501.13 (Academic Standards for Social Studies)
 - Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 - 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and
Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

714 FUND BALANCES

[NOTE: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

- G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of 7.0 percent of the annual budget.

[NOTE: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

[NOTE: The school board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent. ***[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]*** Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. STABILIZATION ARRANGEMENTS

~~[NOTE: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should~~

~~be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]~~

X: REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

[NOTE: The school board should determine the review period adequate for their school district and change “an annual” to “a quarterly” or “a monthly” or some other time frame if appropriate.]

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: None

Resolution for Acceptance of Gifts

Member _____ introduced the following resolution and moved its adoption:

WHEREAS **Vern and Helen Prokosch** have generously donated **\$500.00** to the **BOLD High School Robotics Team;**

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

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

And the following against the same:

And the following was absent:

The foregoing resolution was approved this 22nd day of June, 2026.

Mary Ella Clouse, School Board Clerk

Resolution for Acceptance of Gifts

Member Aaseth introduced the following resolution and moved its adoption:

WHEREAS Vern and Helen Prokosch have generously donated \$500.00 to the **BOLD High School Robotics Team**;

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

The motion for adoption of the foregoing resolution was duly seconded by Member Sheehan and, upon vote being taken thereon, the following voted in favor thereof: Clouse, Sheehan, Aaseth, Zimmerman, Frank, and Peppel.

And the following against the same: None

And the following was absent: Benson

The foregoing resolution was approved this 22nd day of June, 2026.

Mary Ella Clouse
Mary Ella Clouse, School Board Clerk

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RECOGNIZING OUTSTANDING ACHIEVEMENT

WHEREAS, the School Board of Bird Island-Olivia-Lake Lillian Public School District 2534-01 wishes to recognize students and teams of the district who have demonstrated outstanding achievement and brought recognition to BOLD; and

WHEREAS, the BOLD Softball Team competed in the MSHSL Class A State Softball Tournament for the first time in school history and earned third place; and

WHEREAS, Abby King and Kaitlyn Flann were selected by the Softball Coaches Association as members of the Class A State Tournament All-Tournament Team; and

WHEREAS, Keeley Jansen advanced to the MSHSL State Track and Field Meet in the girls' 3200-meter event and finished 15th at the state meet; and

WHEREAS, the BOLD FIRST Robotics Competition Team 7858 competed at the MSHSL State Robotics Tournament; and

WHEREAS, the Board of Education commends these students and team members for their hard work, dedication, and positive representation of their school, community, and BOLD Public Schools;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Bird Island-Olivia-Lake Lillian Public School District 2534-01 that the above-mentioned students and team members are hereby recognized for their outstanding achievements and for representing BOLD Public Schools with excellence.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____.

And upon vote being taken thereon, the following voted in favor thereof:

And the following voted against:

And the following was absent:

And the resolution was declared adopted this 22nd day of June, 2026.

MaryElla Clouse, School Board Clerk

Member Zimmerman introduced the following resolution and moved its adoption:

RESOLUTION RECOGNIZING OUTSTANDING ACHIEVEMENT

WHEREAS, the School Board of Bird Island-Olivia-Lake Lillian Public School District 2534-01 wishes to recognize students and teams of the district who have demonstrated outstanding achievement and brought recognition to BOLD; and

WHEREAS, the BOLD Softball Team competed in the MSHSL Class A State Softball Tournament for the first time in school history and earned third place; and

WHEREAS, Abby King and Kaitlyn Flann were selected by the Softball Coaches Association as members of the Class A State Tournament All-Tournament Team; and

WHEREAS, Keeley Jansen advanced to the MSHSL State Track and Field Meet in the girls' 3200-meter event and finished 15th at the state meet; and

WHEREAS, the BOLD FIRST Robotics Competition Team 7858 competed at the MSHSL State Robotics Tournament; and

WHEREAS, the Board of Education commends these students and team members for their hard work, dedication, and positive representation of their school, community, and BOLD Public Schools;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Bird Island-Olivia-Lake Lillian Public School District 2534-01 that the above-mentioned students and team members are hereby recognized for their outstanding achievements and for representing BOLD Public Schools with excellence.

The motion for the adoption of the foregoing resolution was duly seconded by Member Clouse.

And upon vote being taken thereon, the following voted in favor thereof: Sheehan, Clouse, Frank, Aaseth, Zimmerman, and Peppel.

And the following voted against: None

And the following was absent: Benson

And the resolution was declared adopted this 22nd day of June, 2026.



MaryElla Clouse, School Board Clerk