



**ROCK RIDGE PUBLIC SCHOOLS
1405 PROGRESS PARKWAY
VIRGINIA MN 55792**

**Regular Meeting
Monday, September 25, 2023 at 6:00 PM
Rock Ridge Administration Building, 1405 Progress Parkway,
Virginia, MN 55792**

AGENDA

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors and visitor input.
4. Consent Agenda:
 1. Approval of September 11, 2023 regular meeting minutes. 5
 2. Approval of additional duty for the 2023-2024 school year for the following staff at Rock Ridge High School: Lunch Supervision Full Year (stipend of \$2,866 each) - Sean Streier, Troy Caddy, Dan Berry, Aimee Krebs, Paul Brainerd, Dawn Savela, Stephanie Stefanich, Tara Peshel, Amber King, Mike Kowalski. Lunch Supervision Half Year (stipend of \$1,433 each) - Tim Kulik, Jill Clennon, Jennifer Nettleton.
 3. Approval of Cafeteria/Noon Duty Supervision duty for Kim Plesha with a stipend of \$2,866 for the 2023-2024 school year.
 4. Approval of Morning & After School Supervision (NSE) duty for Olivia Engebretsen with a stipend of \$2,866 for the 2023-2024 school year.
 5. Approval of Crossing Guard Supervisor (NSE) duty for Sarah Thyen with a stipend of \$955 for the 2023-2024 school year.
 6. Approval of hire of Jill Clennon for the Co-Senior Class Advisor position with a stipend of \$716.50 for the 2023-2024 school year.
 7. Approval of hire of Matt Krage for the Co-Senior Class Advisor position with a stipend of \$716.50 for the 2023-2024 school year.
 8. Approval of hire of Taryn Greiner for the Junior High Volleyball Coach position with a

stipend of \$3,105 effective September 8, 2023.

9. Approval of hire of Bretta Albrecht for the Media Aide position (RRHS) at a rate of \$20.50/hour effective September 18, 2023.

10. Approval of hire of 7th Grade Football Coaches with a prorated salary of \$1,035 each effective September 18, 2023: Greg Powell, Drew Aho, Timothy Kulik.

11. Approval of transfer of Amanda Wenneson from North Star to Laurentian Paraprofessional position (#987) at a rate of \$18.47/hour effective September 19, 2023.

12. Approval of hire of Tracy Sumner for the Lunchroom/Playground Aide position (LES) at a rate of \$14.00/hour effective September 20, 2023.

13. Approval of hire of Jonnie Rewertz for the Paraprofessional position at a rate of \$18.47/hour effective September 20, 2023.

14. Approval of hire of Bethany Nygaard for the Paraprofessional position at a rate of \$18.47/hour effective September 25, 2023.

15. Approval of hire of Kristen Dahl for the Paraprofessional position at a rate of \$18.47/hour effective September 25, 2023.

16. Approval of hire of Jack Gritzmacher for the Assistant Fall Play Director position with a stipend of \$1,672 effective September 26, 2023.

17. Approval of hire of Brittney Hunter for the Paraprofessional position at a rate of \$18.47/hour effective October 2, 2023.

18. Approval of hire of Drew Aho for the Long Term Substitute Teacher position (NSE) with a salary of \$45,085 (prorated from start date) effective date TBD based on classroom teacher's start of maternity leave. 8

19. Approval of hire of Jayne Talo as the Assistant Speech Coach position with a stipend of \$2,000 effective December 1, 2023.

20. Acceptance of resignation of Jennifer Rebholz from the Paraprofessional position effective September 15, 2023.

21. Acceptance of resignation of Stephanie Hurley from the Paraprofessional position effective September 22, 2023.

22. Acceptance of resignation of Karen Trimble from the Casual Bus Driver position effective September 30, 2023.

23. Approval of correction to the start date of Dawson Varda as a PT Bus Driver from September 14, 2023 to September 11, 2023.

24. Approval of lane change for Meggie Schroeder from MA+10 to MA+18 effective September 8, 2023.

25. Approval of lane change for Elisa Boe from BA to MA effective September 21, 2023.

26. Approval of overnight trips for Cassandra Hainey, Samantha Papenfuss-Krage along with CORE students:

1. October 17-18, 2023: Prevention Program Sharing Conference. This is a statewide conference focused on substance prevention. Samantha Papenfuss Krage and Cassandra Hainey are presenting along with CORE students. When not presenting, student presenters will attend breakout sessions. This is an excellent real-world opportunity for students to present to professionals and to experience a conference as attendees. The cost of attendance is covered by the PCN grant.

2. November 16-17, 2023: Youth Leadership Academy. This is a statewide youth leadership training specifically for the 9 Positive Community Norms communities across Minnesota. Students will attend breakout sessions centered around youth leadership and hear from keynote speaker Craig Hillier. This is the perfect chance for Rock Ridge students to meet and work with students across Minnesota who are also doing prevention work. The cost of attendance is covered by the PCN grant.

27. Acceptance and appreciation of a donation of school supplies from United in Christ Lutheran Church for students who are in need at Laurentian Elementary.

5. Reports:

1. Do-Bid Auction for Gilbert School dates/timeline update:

Gilbert Schools Do-Bid Auction

Dates are subject to change

September 25 - 28

Items to be included in the auction get stickered, photos taken, etc.

October 5/6

Auction will be online through Oct. 17 - 18.

October 19 - 20

Pick-up items purchased at the Gilbert Schools Campus.

2. Treasurer's Report.	9
3. North Star Elementary Principal's Report.	
4. Superintendent.	
6. Policies: First Reading.	
1. 504 Student Dress and Appearance.	19
2. 515 Protection and Privacy of Pupil Records.	27
3. 520 Student Surveys.	63
7. Policies - Third Reading:	
1. 102 Equal Educational Opportunity	69
2. 418 Drug-Free Workplace/Drug-Free School.	71
3. 419 Tobacco-Free Environment.	78
4. 424 License Status.	82
5. 425 Staff Development.	84
6. 506 Student Discipline.	93
7. 507 Corporal Punishment and Prone Restraint.	117
8. 509 Enrollment of Nonresident Students.	119
9. 513 Student Promotion, Retention, and Program Design.	124
10. 514 Bullying Prohibition Policy.	127
11. 516.5 Overdose Medication (New).	138
12. 524 Internet Acceptable Use and Safety Policy.	144
13. 532 Use of Peace Officers and Crisis Teams.	157
14. 534 School Meals Policy.	163
15. 601 School District Curriculum and Instruction Goals.	167
16. 602 Organization of School Calendar and School Day.	175
17. 603 Curriculum Development.	178
18. 604 Instructional Curriculum.	182
19. 613 Graduation Requirements.	188
20. 616 School District System Accountability.	194
21. 618 Assessment of Student Achievement.	200
22. 620 Credit for Learning.	207
23. 621 Literacy and the READ Act (New).	214
24. 624 Online Instruction (New).	223
25. 708 Transportation of Nonpublic School Students.	234
26. 709 Student Transportation Safety Policy.	238

27. 806 Crisis Management Policy.	257
8. Administration Items:	
1. Consider approval of quote of (1) Anatomage Table Convertible for \$115,635.00.	270
2. Consider approval of Eveleth High School 3D Scanning Proposal by John Saaristo, Fulcrum Visions LLC.	279
3. Consider approval of MOU between Rock Ridge Public Schools and Arrowhead Head Start (AEOA) from July 1, 2023 through June 30, 2024.	288
4. Consider approval of agreement between International Falls Public Schools and Rock Ridge Public Schools for services of Tom Vollom, Ojibwe instructor, for fall semester.	296
5. Consider proposing a legislative resolution to the Delegate Assembly for the upcoming legislative session.	297
6. Consider approval of the Preliminary 2023 Payable 2024 Levy at Maximum.	299
7. Consider approval of the James Madison Lease Agreement FY24-25 between Rock Ridge Public Schools and Northland Joint Powers.	339
9. Meeting Announcements:	
1. The Curriculum Advisory Committee meets Wednesday, September 27, 2023 at 4:00 PM at RRHS - Bezek Career Center.	
2. The next regular meeting is Monday, October 9, 2023 at 6:00 PM at the Rock Ridge Administration Building, 1405 Progress Pkwy, Virginia.	
10. Adjournment.	

**OFFICE OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2909
MONDAY, SEPTEMBER 11, 2023, 6:00 P.M.**

**ROCK RIDGE ADMINISTRATION BUILDING, 1405 PROGRESS PARKWAY, VIRGINIA, MN 55792
MINUTES OF THE REGULAR SCHOOL BOARD MEETING**

Members Present:

Bill Addy Tim Riordan
Nicole Culbert-Dahl Pollyann Sorcan

Brandi Lautigar John Uhan
 Lisa Westby

Members Absent:

None

Other Staff Present:

Dr. Noel Schmidt, Superintendent
Willie Spelts, School to Work
Engagement/Fundraising Coordinator
Mark Winter, RRHS Principal
Todd Griepentrog, RRHS Assistant Principal
Chad Hazelton, Activities Director
Josh Lamppa, Activities Director
Mike Hoag, Maintenance Director

I. Chair ADDY called the regular meeting to order at 6:00 P.M.

II. **APPROVE AGENDA:**

- A. ADDY made changes to 4.9 *Approval of hire of the following for the Lunchroom/Playground Aide positions at North Star Elementary at a rate of \$14.00/hour effective September 5, 2023: Alyssa Pulles, Paige Johnson, Peter Pozniak* (Paige Johnson's work location is Laurentian, not North Star.) and 4.12 *Approval of hire of Maria Joubert for the Paraprofessional position at a rate of \$18.47/hour effective September 18, 2023.* (Effective date changed to September 11, 2023). A Fundraising and School to Work Engagement update by Willie Spelts was also added to 5.1.
- B. SORCAN asked for discussion on releasing board agendas earlier prior to a meeting, superintendent evaluations, and a request for a moment of silence for the victims of 9/11.
- C. The board paused for a moment of silence.
- D. Board discussed conducting an evaluation on Dr. Schmidt in the near future and the possibility of getting meeting agendas done earlier in the week prior to a regular meeting. There is the potential to have more agenda items added at the table at the meeting if the packet is released early in the week.
- E. Motion to **approve the agenda as amended** made by RIORDAN, seconded by CULBERT-DAHL. Motion passed unanimously.

III. **RECOGNITION OF VISITORS AND VISITOR INPUT:** None.

IV. **CONSENT AGENDA:**

- A. Motion to **approve the Consent Agenda as amended** made by UHAN, seconded by LAUTIGAR. Motion passed unanimously.
 - 1. Approval of August 28, 2023 regular meeting minutes.
 - 2. Approval of additional duty for the 2023-2024 school year for the following staff at Laurentian: Tara Fierke (Before School Supervision \$2,866), Elizabeth Niemi (Before School Supervision \$2,866), Bridget LaCoursiere (I Love To Read Coordinator \$478), Lori Perushek (Before School Supervision \$2,866), Jill Mavec (Before School Supervision \$2,866), Hayley Halls (After School Supervision \$2,866).
 - 3. Approval of additional duty for the 2023-2024 school year for the following staff at North Star: Stacy Aune (Cafeteria/Noon Duty Supervision \$2,866), Jackie Lebeque (Morning Supervision \$2,866 and Cafeteria/Noon Duty Supervision \$2,866), Kyle Lawrence (Yearbook Advisor \$1,672), Sarah Thyen (Morning Supervision \$2,866).

4. Approval of hire of Taryn Greiner for the Physical Education/Health Teacher position for the 2023-2024 school year with a salary of \$45,085 (Step A - BA) effective September 5, 2023.
5. Approval of hire of Dawson Varda for the PT Bus Driver position at a rate of \$23.64/hour effective September 5, 2023.
6. Approval of hire of Melissa Rickman for the Paraprofessional position at a rate of \$18.47/hour effective September 5, 2023.
7. Approval of hire of Corey Borden for the Paraprofessional position at a rate of \$18.47/hour effective September 5, 2023.
8. Approval of hire of the following for the Lunchroom/Playground Aide positions at Laurentian Elementary at a rate of \$14.00/hour effective September 5, 2023: April Stupca, Breanna Peterson, Ramona Dieryck, Ashley Prout, Paige Johnson.
9. Approval of hire of the following for the Lunchroom/Playground Aide positions at North Star Elementary at a rate of \$14.00/hour effective September 5, 2023: Alyssa Pulles, Peter Pozniak.
10. Approval of hire of Amelia Sandnas for the Lunchroom/Playground Aide position at a rate of \$14.00/hour effective September 8, 2023.
11. Approval of hire of Tyson Wilson for the Junior High Student Council Advisor position with a stipend of \$1,672 effective September 12, 2023.
12. Approval of hire of Maria Joubert for the Paraprofessional position at a rate of \$18.47/hour effective September 11, 2023.
13. Approval of hire of Anastasia Ebnet for the Paraprofessional position at a rate of \$18.47/hour effective September 18, 2023.
14. Approval of transfer of Dawson Varda from PT Driver to the Custodian/General Maintenance/Grounds/Driver position (#969) at a rate of \$24.25/hour effective September 14, 2023.
15. Approval of volunteer coach for 2023-2024: Teryn Swan (volleyball), Jack Toman (football).
16. Acceptance of resignation for the purpose of retirement of Michael Maki from the Custodian position effective October 6, 2023.
17. Acceptance of resignation of Matthew Anderson from the Physical Education/Health Teacher position effective August 27, 2023.
18. Acceptance of resignation of Brandi Stromberg from the Paraprofessional position effective for the 2023-2024 school year.
19. Approval of termination of Michael Teska from the Lunchroom/Playground Aide position effective September 5, 2023.
20. Correction to stipend for Quinn Muhich for the position of Fall Play Director from \$1,672 as previously approved to \$3,105.
21. Correction of first name of approved Lunchroom/Playground Aide Laurie Warner. Previous meeting agenda on August 28, 2023 listed her as Laura Warner.
22. Approval for Andrea Lintula to be placed on the Frandsen Bank Checking Account and for Spencer Aune to be removed from the account.
23. Approval of lane change for Hannah Davidson-Teff from BA+10 to BA+20 effective September 1, 2023.
24. Acceptance and appreciation of a donation of school supplies from Brandie's Little Bear Learning Center.

VI. REPORTS:

- A. Willie Spelts gave a Fundraising and School to Work Engagement report – (5) fully-functional hospital beds were donated by Essentia to be used in the CNA Lab at RRHS. He also showed a video clip of an Anatomage Table Demonstration. He and Todd Ufford will be viewing an Anatomage Table at The College of St. Scholastica. More information to come.

- B. John Saaristo, Fulcrum Visions, gave his 3-D Virtual Tours of campuses updates. The proposed contract for the Eveleth High School will be placed on the next regular meeting agenda.
- C. Motion to **approve the payment of the bills** made by UHAN, seconded by RIORDAN. Motion passed unanimously.
- D. Principal Mark Winter provided details about the success of the Open House and the first week of school.
- E. Supt. Schmidt provided information about upcoming school board opportunities, conducting a superintendent evaluation, and the Projected Enrollment vs Actual (9/6/23).

V. **ADMINISTRATION:**

- A. Motion to **approve the MOU between Lakeview Behavioral Health and Rock Ridge Public Schools** made by RIORDAN, seconded by LAUTIGAR. Motion passed unanimously.
- B. Motion to **approve the request from the City of Gilbert for items located at the Gilbert Campus** (volleyball posts and net, water heater, shed by tennis courts, auditorium curtains/drapes) made by ADDY, seconded by RIORDAN. Motion passed unanimously.
- C. Motion to **move ahead with Do-Bid and sale of excess items in Gilbert school building** made by UHAN, seconded by LAUTIGAR. Motion passed unanimously.

VI. **MEETING ANNOUNCEMENTS** were made.

VII. **ADJOURNMENT:** Meeting adjourned at 7:04 P.M.

CHAIR - BILL ADDY

CLERK – BRANDI LAUTIGAR

Drew Aho

EDUCATION

<i>Bemidji State University</i>	Bemidji, MN	Dec. 2022
Bachelor of Science Degree		
• Major: Elementary Education Licensure: K-6		
<i>Mesabi Range Community College</i>	Virginia, MN	Spring 2019
Associate of Arts Degree		
<i>Virginia High School</i>	Virginia, MN	May 2017
High School Diploma		

EXPERIENCE RELATED TO TEACHING

Long Term Substitute Teacher , Rock Ridge District-North Star	2023
Substitute Teacher , Various Schools in Rock Ridge District	2023
Student Teaching , North Star Elementary, Eveleth, MN	2022
Field Experience in Classrooms Teaching , Roosevelt Elementary School, Virginia, MN	2020-2022
Junior Varsity Basketball Coach , Virginia High School, Virginia, MN	2020-Present
Elementary Basketball Camp Instructor , Roosevelt Elementary Virginia, MN	2020-Present
Volunteer Basketball Coach , Virginia High School, Virginia, MN	2018-2019

OTHER WORK EXPERIENCE

Dockhand , Lake Vermilion Houseboats, Tower, MN	2021- Present
Football/Basketball Official , Rock Ridge School District, Virginia, MN	2018-Present
Busser , Grandma's Saloon & Grill, Duluth, MN	Summer 2019
Basketball Official , Lake Superior Official Association, Duluth, MN	2019-2020

ACTIVITIES AND RECOGNITION

College:	Junior College Basketball	High	Student Council
		School:	Varsity Baseball
			Varsity Football
			Varsity Basketball
			Football Captain
			Male Athlete of Year

Interests Hunting, fishing, sports, traveling, and spending time with family and friends

September 25, 2023

offered the following resolution and moved for its adoption.

RESOLVED, By the Board of Education of Independent School District #2909 that the following bills be allowed and the Chairperson and Clerk be and are hereby authorized to draw orders on the treasurer for payment of same:

<u>CHECK NO.</u>	<u>VENDOR</u>	<u>UFARS CODE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Sterilite 16249006 Medium Ultra Basket Black	\$68.82
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Sterilite 16249006 Medium Ultra Basket Black	\$23.69
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	PRALB 400 PCS chisel shape pencil eraser caps	\$11.99
12036	AMAZON CAPITAL SERVICES INC	E 01 300 296 705 000 430	Wilson Tennis Racket Overgrips assorted colors	\$82.50
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Misc7.5 inch visual timer	\$21.99
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Magnetic clips	\$8.99
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Magetic hooks	\$7.80
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Wireless doorbell	\$9.99
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Binder rings 2 inch	\$8.90
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	magnetic whiteboard eraser	\$8.99
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Portable file organizer box	\$19.99
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	glue sticks	\$7.22
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	cordless hot glue gun	\$13.66
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	8 pack sticky notes	\$9.95
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	pop bubble ten frame	\$26.26
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	praise words scratch and sniff stickers	\$11.89
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Fun favorites scratch and sniff	\$11.99
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Freight	\$13.98
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Avery Printable shopping labels 5.5 by 8.5	\$13.78
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Magnetic anchor chart holder	\$11.99
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	hanging file folders	\$12.81
12036	AMAZON CAPITAL SERVICES INC	E 01 101 203 000 000 401	Mr. Scketch scented markers	\$14.18
12036 Total				<u>\$421.36</u>
12037	BROTHERS FIRE PROTECTION CO	E 01 116 810 000 000 350	Sprinkler Inspection	\$1,680.00
12037 Total				<u>\$1,680.00</u>
12038	CENTURY LINK	E 01 005 605 000 311 320	PHONE	\$99.11
12038	CENTURY LINK	E 01 005 605 000 311 320	PHONE	\$99.11
12038 Total				<u>\$198.22</u>
12039	CULLIGAN WATER CONDITIONING	E 01 302 810 000 000 350	Commercial softener rental	\$39.00
12039 Total				<u>\$39.00</u>
12040	ECOLAB	E 01 118 810 000 000 350	Pest Control	\$230.25
12040 Total				<u>\$230.25</u>
12041	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$1,043.00
12041	EVELETH PUBLIC UTILITIES	E 01 300 810 000 000 331	UTILITIES	\$323.00
12041	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$94.00
12041	EVELETH PUBLIC UTILITIES	E 01 300 810 000 000 331	UTILITIES	\$908.50
12041	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$705.00
12041	EVELETH PUBLIC UTILITIES	E 01 101 810 000 000 330	UTILITIES	\$62.70
12041	EVELETH PUBLIC UTILITIES	E 01 300 810 000 000 331	UTILITIES	\$146.45
12041	EVELETH PUBLIC UTILITIES	E 01 005 810 000 000 332	UTILITIES	\$94.00
12041	EVELETH PUBLIC UTILITIES	E 03 005 760 000 720 330	UTILITIES	\$90.70
12041	EVELETH PUBLIC UTILITIES	E 01 116 810 000 000 331	UTILITIES	\$89.80
12041	EVELETH PUBLIC UTILITIES	E 01 300 810 000 000 331	UTILITIES	\$40.00
12041 Total				<u>\$3,597.15</u>

12042	FERGUSON ENTERPRISES LLC #1657	E	01	300	810	000	000	410	Eye Wash Station	\$251.96
12042	FERGUSON ENTERPRISES LLC #1657	E	01	112	810	000	000	350	1PH Comm Elect Whtr	\$6,051.25
12042	FERGUSON ENTERPRISES LLC #1657	E	01	300	810	000	000	420	Battery 18V	\$346.05
12042 Total										<u>\$6,649.26</u>
12043	FORKLIFTS OF MN INC	E	01	300	810	000	000	350	Electric Scissor Lift	\$18,900.00
12043	FORKLIFTS OF MN INC	E	01	300	810	000	000	350	Rental	\$1,070.00
12043 Total										<u>\$19,970.00</u>
12044	GILBERT WATER & LIGHT DEPT	E	01	005	810	000	000	332	UTILITIES	\$65.52
12044	GILBERT WATER & LIGHT DEPT	E	03	005	760	000	720	330	UTILITIES	\$203.72
12044	GILBERT WATER & LIGHT DEPT	E	01	100	810	000	000	330	UTILITIES	\$443.40
12044	GILBERT WATER & LIGHT DEPT	E	01	301	810	000	000	330	UTILITIES	\$115.22
12044	GILBERT WATER & LIGHT DEPT	E	01	301	810	000	000	330	UTILITIES	\$291.84
12044	GILBERT WATER & LIGHT DEPT	E	01	301	810	000	000	330	UTILITIES	\$144.22
12044 Total										<u>\$1,263.92</u>
12045	GRANDE ACE HARDWARE	E	01	005	810	000	000	401	Grounds Supplies	\$25.45
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Keys	\$11.96
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	Key Tags	\$13.28
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	Key Tags	\$13.81
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Custodian Tool Boxes	\$797.15
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Custodial Supplies	\$11.99
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Misc Supplies	\$60.23
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Supplies	\$22.02
12045	GRANDE ACE HARDWARE	E	01	112	810	000	000	420	Carpenter Supplies	\$67.36
12045	GRANDE ACE HARDWARE	E	01	112	810	000	000	420	Custodial Supplies	\$32.00
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Carpenter Tools	\$28.18
12045	GRANDE ACE HARDWARE	E	01	005	810	000	000	410	Keys	\$5.98
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	420	Carpenter Tools	\$14.28
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	350	Keys	\$17.94
12045	GRANDE ACE HARDWARE	E	01	300	810	000	000	410	Key Tags	\$29.25
12045	GRANDE ACE HARDWARE	E	01	005	810	000	000	350	Grounds Supplies	\$63.98
12045 Total										<u>\$1,214.86</u>
12046	GREENS ON FORETEENTH	E	04	500	560	000	321	311	FIELD TRIP	\$250.00
12046 Total										<u>\$250.00</u>
12047	HAWKINS INC	E	01	300	810	000	000	350	Pool Supplies	\$189.70
12047 Total										<u>\$189.70</u>
12048	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Custodial Supplies	\$3,905.52
12048	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Supplies	\$938.00
12048	HILLYARD / HUTCHINSON	E	01	300	810	000	000	410	Supplies	\$122.16
12048 Total										<u>\$4,965.68</u>
12049	L & M SUPPLY INC	E	01	300	810	000	000	350	Drill	\$169.00
12049 Total										<u>\$169.00</u>
12050	MALTON ELECTRIC COMPANY	E	01	112	810	000	000	350	GE 3HP 1800RPM 182T ODP	\$897.00
12050 Total										<u>\$897.00</u>
12051	MASSP	E	01	005	110	000	000	820	GRIEPENTROG	\$870.00
12051	MASSP	E	01	005	110	000	000	820	WINTER	\$870.00
12051 Total										<u>\$1,740.00</u>
12052	MENARDS	E	03	005	760	000	720	401	Parts	\$32.64
12052 Total										<u>\$32.64</u>
12053	MESPA	E	01	101	203	000	000	820	WILLIAMS	\$175.00
12053	MESPA	E	01	112	203	000	000	820	STEFANICH	\$175.00
12053 Total										<u>\$350.00</u>
12054	METRO SALES INC	E	01	101	203	000	000	386	Copier Maint #110328	\$29.90
12054	METRO SALES INC	E	01	101	203	000	000	386	118611	\$60.00

12054	METRO SALES INC	E	01	101	203	000	000	386	114241		\$54.08
12054 Total											<u>\$143.98</u>
12055	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES		\$196.59
12055	MINNESOTA POWER	E	03	005	760	000	720	330	UTILITIES		\$22.54
12055	MINNESOTA POWER	E	01	116	810	000	000	331	UTILITIES		\$18.27
12055	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES		\$24.52
12055	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES		\$267.66
12055	MINNESOTA POWER	E	01	116	810	000	000	331	UTILITIES		\$3,028.79
12055	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES		\$2,195.77
12055	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES		\$2,821.54
12055	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES		\$20.76
12055	MINNESOTA POWER	E	01	300	810	000	000	331	UTILITIES		\$17.72
12055 Total											<u>\$8,614.16</u>
12056	MN ENERGY RESOURCES CORP	E	01	300	810	000	000	440	UTILITIES		\$13.74
12056 Total											<u>\$13.74</u>
12057	NORTHERN MN DENTAL INC	B	01	215	002				23SEPT DENTAL		\$4,297.20
12057 Total											<u>\$4,297.20</u>
12058	NORTHLAND FIRE & SAFETY INC	E	01	101	810	000	000	350	Semi- Annual Maint		\$217.00
12058	NORTHLAND FIRE & SAFETY INC	E	01	300	810	000	000	350	Semi-Annual Maint		\$1,938.50
12058 Total											<u>\$2,155.50</u>
12059	SCHINDLER ELEVATOR CORPORATION	E	01	300	810	000	000	350	Elevator Maint		\$1,786.08
12059 Total											<u>\$1,786.08</u>
12060	SCHOOL SPECIALTY LLC	E	01	101	203	000	000	401	40D Teacher's Daily Plan Book		\$13.83
12060	SCHOOL SPECIALTY LLC	E	01	300	211	000	000	401	027433 - Legal pads		\$16.44
12060	SCHOOL SPECIALTY LLC	E	01	300	211	000	000	401	2104024 - Desk calendar		\$4.67
12060	SCHOOL SPECIALTY LLC	E	01	300	211	000	000	401	2103806 - House of Dolittle Planner		\$14.75
12060	SCHOOL SPECIALTY LLC	E	01	300	211	000	000	401	008220 - Crayola colored pencils 24 ct		\$8.94
12060	SCHOOL SPECIALTY LLC	E	01	300	211	000	000	401	086667 - Graph paper		\$17.66
12060	SCHOOL SPECIALTY LLC	E	01	300	211	000	000	401	1562436 - AAA batteries 18 pk		\$11.80
12060	SCHOOL SPECIALTY LLC	E	01	300	211	000	000	401	2090623 - Sharpie S-gel 8 pk		\$13.45
12060 Total											<u>\$101.54</u>
12061	TENNIS EXPRESS	E	01	300	296	705	000	430	#WRT100101CS		\$799.92
12061	TENNIS EXPRESS	E	01	300	296	705	000	430	Wilson US Open Extra Duty Tennis Ball Case		\$479.96
12061	TENNIS EXPRESS	E	01	300	296	705	000	430	Freight		\$86.70
12061 Total											<u>\$1,366.58</u>
12062	VC3 INC	E	01	005	605	000	000	434	CW Cloud AntiVirus for 16 computers in August		\$26.00
12062 Total											<u>\$26.00</u>
12063	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone		\$4,711.70
12063 Total											<u>\$4,711.70</u>
12064	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	333			\$26.00
12064	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	334			\$110.87
12064	EVELETH PUBLIC UTILITIES	E	01	005	810	000	000	332			\$68.25
12064 Total											<u>\$205.12</u>
12065	NEXTERA COMMUNICATIONS	E	02	005	770	000	701	320			\$36.73
12065	NEXTERA COMMUNICATIONS	E	01	302	810	000	000	320			\$36.73
12065	NEXTERA COMMUNICATIONS	E	01	300	211	000	000	320			\$73.46
12065	NEXTERA COMMUNICATIONS	E	01	117	810	000	000	320			\$36.73
12065	NEXTERA COMMUNICATIONS	E	01	112	203	000	000	320			\$36.73
12065	NEXTERA COMMUNICATIONS	E	01	005	810	000	000	320			\$413.22
12065	NEXTERA COMMUNICATIONS	E	01	005	606	000	000	320			\$137.75
12065	NEXTERA COMMUNICATIONS	E	04	500	505	000	321	320			\$36.73
12065	NEXTERA COMMUNICATIONS	E	03	005	760	000	720	320			\$73.46

12065	NEXTERA COMMUNICATIONS	E	01	005	020	000	000	320		\$36.73
12065 Total										<u>\$918.27</u>
12066	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$603.29
12066 Total										<u>\$603.29</u>
12067	AT & T MOBILITY	E	01	005	690	000	000	320	Comm Telephone	\$332.28
12067 Total										<u>\$332.28</u>
12068	AMAZON CAPITAL SERVICES INC	E	01	112	201	000	000	430	Instruct Supplies	\$59.98
12068	AMAZON CAPITAL SERVICES INC	E	01	112	201	000	000	430	Instruct Supplies	\$20.78
12068	AMAZON CAPITAL SERVICES INC	E	01	112	203	402	000	430	Instruct Supplies	\$26.98
12068	AMAZON CAPITAL SERVICES INC	E	01	112	203	032	000	430	Instructional Supply	\$183.86
12068	AMAZON CAPITAL SERVICES INC	E	01	112	203	401	000	430	Instruct Supplies	\$21.72
12068	AMAZON CAPITAL SERVICES INC	E	01	112	203	401	000	430	Instruct Supplies	\$29.96
12068	AMAZON CAPITAL SERVICES INC	E	01	112	201	000	000	430	Instruct Supplies	\$17.97
12068	AMAZON CAPITAL SERVICES INC	E	01	112	201	000	000	430	Instruct Supplies	\$46.99
12068	AMAZON CAPITAL SERVICES INC	E	01	112	201	000	000	430	Instruct Supplies	\$23.28
12068	AMAZON CAPITAL SERVICES INC	E	01	112	203	401	000	430	Instruct Supplies	\$20.98
12068	AMAZON CAPITAL SERVICES INC	E	01	112	203	402	000	430	Instruct Supplies	\$11.70
12068	AMAZON CAPITAL SERVICES INC	E	01	116	203	032	000	430	Instructional Supply	\$37.99
12068	AMAZON CAPITAL SERVICES INC	E	01	112	203	032	000	430	Instructional Supply	\$568.24
12068	AMAZON CAPITAL SERVICES INC	E	01	112	420	000	740	433	Sup/Mat Indiv Instr	\$175.27
12068	AMAZON CAPITAL SERVICES INC	E	01	112	420	000	740	433	Sup/Mat Indiv Instr	\$29.78
12068	AMAZON CAPITAL SERVICES INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$123.98
12068	AMAZON CAPITAL SERVICES INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$436.19
12068	AMAZON CAPITAL SERVICES INC	E	01	300	402	000	740	433	Ind Instructnl Mtrls	\$434.13
12068	AMAZON CAPITAL SERVICES INC	E	01	300	214	038	000	401	General Supplies	\$263.38
12068	AMAZON CAPITAL SERVICES INC	E	01	116	203	405	000	430	Instruct Supplies	\$101.64
12068	AMAZON CAPITAL SERVICES INC	E	01	116	203	406	000	430	Instruct Supplies	\$133.96
12068	AMAZON CAPITAL SERVICES INC	E	01	116	203	406	000	430	Instruct Supplies	\$168.06
12068	AMAZON CAPITAL SERVICES INC	E	01	005	020	000	000	401	General Supplies	\$16.80
12068	AMAZON CAPITAL SERVICES INC	E	01	112	412	000	740	433	General Supplies	\$225.00
12068 Total										<u>\$3,178.62</u>
12069	APG MEDIA OF MN	E	01	005	010	000	000	380	Print-Publish	\$2,815.15
12069 Total										<u>\$2,815.15</u>
12070	APPLE INC	E	01	005	810	000	000	401	AS PER ATTACHED PROPOSAL NUMBER 211132	\$33,975.00
12070	APPLE INC	E	01	005	810	000	000	401	General Supplies	\$20,385.00
12070	APPLE INC	E	01	005	810	000	000	401	General Supplies	\$29,475.00
12070 Total										<u>\$83,835.00</u>
12071	ARCHITECTURAL TESTING INC	E	06	116	870	000	000	311	Prof Tech Services	\$2,930.00
12071 Total										<u>\$2,930.00</u>
12072	ASCD	E	01	005	020	000	000	401	AS PER ATTACHED QUOTE	\$2,847.69
12072 Total										<u>\$2,847.69</u>
12073	BERG ROY ALLEN	E	01	300	258	003	000	350	Repairs Maint Serv	\$805.00
12073 Total										<u>\$805.00</u>
12074	COLLINS ELIZABETH	E	01	300	296	705	000	305	Consulting Fees	\$120.00
12074 Total										<u>\$120.00</u>
12075	COLOSIMO, PATCHIN, & KEARNEY LTD	E	01	005	150	000	000	311	Prof Tech Services	\$156.00
12075 Total										<u>\$156.00</u>
12076	COMMERCIAL REFRIGERATION SYSTEM	E	01	112	810	000	000	350	Repairs Maint Serv	\$380.00
12076 Total										<u>\$380.00</u>
12077	DINCAU VENDING INC	E	01	300	214	038	000	401	General Supplies	\$1,494.40
12077 Total										<u>\$1,494.40</u>
12078	DISCOUNT SCHOOL SUPPLY	E	01	112	407	000	740	433	EXCELLERATIONS LARGE LIQUID TILES - 4 PACK	\$174.99
12078	DISCOUNT SCHOOL SUPPLY	E	01	112	407	000	740	433	SOFT SHELL QUIET SPACE #SOFTSHEL	\$169.99

12078	DISCOUNT SCHOOL SUPPLY	E	01	112	407	000	740	433	Freight	\$34.00
12078 Total										<u>\$378.98</u>
12079	DONAI'S AARON	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12079 Total										<u>\$100.00</u>
12080	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$200.94
12080	EDWARDS OIL COMPANY	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$164.38
12080 Total										<u>\$365.32</u>
12081	EMC INSURANCE COMPANIES	E	01	005	940	000	000	341		\$2,097.94
12081	EMC INSURANCE COMPANIES	E	01	005	940	000	000	340		\$33,942.55
12081	EMC INSURANCE COMPANIES	E	03	005	760	000	720	340		\$4,079.79
12081 Total										<u>\$40,120.28</u>
12082	ENGBRETSSEN OLIVIA	E	01	116	203	000	000	401	General Supplies	\$107.03
12082 Total										<u>\$107.03</u>
12083	FARONICS	E	01	005	810	000	000	401	AS PER ATTACHED QUOTE NO. 00228992	\$840.00
12083 Total										<u>\$840.00</u>
12084	FREEMAN ZACH	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12084 Total										<u>\$100.00</u>
12085	HEALY AWARDS	E	01	300	294	701	000	430	Instruct Supplies	\$259.47
12085 Total										<u>\$259.47</u>
12086	HEGGERTY	E	04	500	582	000	344	430	AS PER ATTACHED	\$1,495.64
12086 Total										<u>\$1,495.64</u>
12087	HOLMSTROM TIMOTHY	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12087	HOLMSTROM TIMOTHY	E	01	300	294	701	000	305	Consulting Fees	\$79.00
12087 Total										<u>\$179.00</u>
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$300.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$525.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$80.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$360.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$1,325.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$360.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$525.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$360.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$80.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$45.00
12088	HOMETOWN FOCUS	E	01	005	010	000	000	380	Print-Publish	\$60.00
12088 Total										<u>\$4,590.00</u>
12089	HUNT ELECTRIC CORPORATION	E	05	005	865	000	380	350	Repair & Maint Service	\$11,001.00
12089 Total										<u>\$11,001.00</u>
12090	ILLINOIS SUPPLY COMPANY	E	01	300	720	000	000	401	EN9402, NALOXONE / NARCAN OPIOID OVERDC	\$1,559.94
12090	ILLINOIS SUPPLY COMPANY	E	01	300	720	000	000	401	SHIPPING	\$99.00
12090 Total										<u>\$1,658.94</u>
12091	INAC INC	E	02	005	770	000	701	495		\$1,933.50
12091	INAC INC	E	02	005	770	000	701	490		\$23,955.49

12091	INAC INC	E	02	005	770	000	701	319		\$8,450.74
12091	INAC INC	E	02	005	770	000	701	401		\$3,754.43
12091	INAC INC	E	01	005	640	000	316	366	Travel	\$450.50
12091 Total										\$38,544.66
12092	INTER CITY OIL INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$1,865.84
12092 Total										\$1,865.84
12093	ISD #318	E	01	300	294	701	000	364	Entry Fees/Student Travel	\$75.00
12093	ISD #318	E	01	300	296	702	000	364		\$75.00
12093	ISD #318	E	01	300	294	702	000	364		\$75.00
12093 Total										\$225.00
12094	ISD #696	E	01	300	296	702	000	364		\$65.00
12094	ISD #696	E	01	300	294	702	000	364		\$65.00
12094 Total										\$130.00
12095	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	\$1,281.39
12095	J W PEPPER & SON INC	E	01	300	258	003	000	430	Instruct Supplies	\$548.80
12095 Total										\$1,830.19
12096	KELLER FENCE COMPANY-NORTH INC	E	06	116	870	000	000	520	Bldg Improvements	\$22,771.50
12096 Total										\$22,771.50
12097	KLEUSCH LYLE	E	01	300	294	701	000	305	Consulting Fees	\$60.00
12097	KLEUSCH LYLE	E	01	300	294	701	000	305	Consulting Fees	\$22.00
12097 Total										\$82.00
12098	KNUTSON STEVE	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12098 Total										\$100.00
12099	KOWALSKI TERRI	E	01	300	230	000	000	430	Instruct Supplies	\$57.18
12099 Total										\$57.18
12100	KRAUS-ANDERSON	E	05	005	865	000	380	311	Prof Tech Services	\$19,510.91
12100	KRAUS-ANDERSON	E	06	116	870	000	000	311	Prof Tech Services	\$149,634.89
12100 Total										\$169,145.80
12101	KUNNARI'S KITCHEN & COFFEE HOUSE	E	01	005	640	000	316	366	Travel	\$325.12
12101 Total										\$325.12
12102	L & M SUPPLY INC	E	05	300	850	052	302	520	Bldg Improvements	\$23.94
12102	L & M SUPPLY INC	E	03	005	760	000	720	420	Repair Supplies	\$3.99
12102 Total										\$27.93
12103	LAMPPA KYLE	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12103	LAMPPA KYLE	E	01	300	294	701	000	305	Consulting Fees	\$60.00
12103 Total										\$160.00
12104	LAMPPA STACIE	E	01	005	020	000	000	401		\$14.18
12104	LAMPPA STACIE	E	01	005	640	000	316	366		\$149.00
12104 Total										\$163.18
12105	LENCI ENTERPRISES INC	E	05	005	865	000	380	350	Repair & Maint Service	\$6,650.00
12105 Total										\$6,650.00
12106	MACNEIL ENVIRONMENTAL INC	E	03	005	750	000	720	311	Prof Tech Services	\$260.00
12106 Total										\$260.00
12107	MAVO SYSTEMS INC	E	06	116	870	000	000	520	Bldg Improvements	\$410,298.35
12107 Total										\$410,298.35
12108	MCDONALD PAUL	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12108	MCDONALD PAUL	E	01	300	294	701	000	305	Consulting Fees	\$61.00
12108 Total										\$161.00
12109	MENARDS	E	01	005	606	000	000	430	Instruct Supplies	\$39.18
12109	MENARDS	E	01	005	606	000	000	430	Instruct Supplies	\$18.14
12109	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$213.89
12109	MENARDS	E	05	300	850	052	302	520	Bldg Improvements	\$126.15

12109	MENARDS	E	05	300	850	052	302	520	Prof Tech Services	\$28.27
12109 Total										<u>\$425.63</u>
12110	MESABI SIGN CO INC	E	06	300	870	000	000	311	Prof Tech Services	\$1,732.48
12110 Total										<u>\$1,732.48</u>
12111	METRO SALES INC	E	05	005	850	000	302	386	Computer and Tech Hdwr Rental	\$123.96
12111 Total										<u>\$123.96</u>
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$686.61
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$2,254.36
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$322.50
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$513.12
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$61.55
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$1,233.16
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$896.56
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$406.70
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$244.02
12112	MID-STATE TRUCK SERVICE INC	E	03	005	760	000	720	350	Repairs Maint Serv	\$153.33
12112 Total										<u>\$6,771.91</u>
12113	MINNEAPOLIS OXYGEN COMPANY	E	01	300	255	000	000	430	Instruct Supplies	\$138.73
12113 Total										<u>\$138.73</u>
12114	MINNESOTA ENERGY RESOURCES	E	01	005	810	000	000	440	Fuel For Buildings	\$66.06
12114 Total										<u>\$66.06</u>
12115	MULCAHY NICKOLAUS LLC	E	05	005	865	000	379	350	Repair & Maint Service	\$6,253.47
12115 Total										<u>\$6,253.47</u>
12116	NASN	E	01	300	720	000	000	401	General Supplies	\$150.00
12116 Total										<u>\$150.00</u>
12117	NORTHERN DOOR & HARDWARE INC	E	06	300	870	000	000	555	Technology Equip	\$4,040.00
12117 Total										<u>\$4,040.00</u>
12118	PARALLEL TECHNOLOGIES INC	E	06	300	870	000	000	555	Technology Equip	\$4,430.36
12118 Total										<u>\$4,430.36</u>
12119	PERKIO NATHANIEL A	E	01	300	294	701	000	305	Consulting Fees	\$60.00
12119 Total										<u>\$60.00</u>
12120	PETERSON COMPANIES INC	E	06	300	870	000	000	520	Bldg Improvements	\$516.00
12120 Total										<u>\$516.00</u>
12121	PETTY CASH - RIDGEWOOD MARKET	E	01	300	214	038	000	401	General Supplies	\$500.00
12121 Total										<u>\$500.00</u>
12122	POPE MICHAEL	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12122 Total										<u>\$100.00</u>
12123	PORTABLE JOHN	E	01	300	294	702	000	430		\$127.50
12123	PORTABLE JOHN	E	01	300	296	702	000	430		\$127.50
12123 Total										<u>\$255.00</u>
12124	RAJ PAUL	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12124 Total										<u>\$100.00</u>
12125	RANGE COOPERATIVE INC	E	03	005	760	000	720	442	Vehicle Gas & Oil	\$591.93
12125 Total										<u>\$591.93</u>
12126	RANGE CORNICE & ROOFING CO	E	01	117	810	000	000	350	Repairs Maint Serv	\$520.00
12126 Total										<u>\$520.00</u>
12127	RATWIK ROSZAK & MALONEY	E	01	005	150	000	000	311	Prof Tech Services	\$912.00
12127 Total										<u>\$912.00</u>
12128	REALLY GOOD STUFF LLC	E	01	112	203	402	000	430	165063, ZANER-BLOSER 100 GRID SELF-ADHESI'	\$27.29
12128	REALLY GOOD STUFF LLC	E	01	116	203	404	000	430	1103144TH, MAKE THE GRADE PENCILS - 12 PE	\$8.16
12128 Total										<u>\$35.45</u>
12129	RIDDELL / ALL AMERICAN SPORTS CORP	E	01	300	294	701	000	430	Instruct Supplies	\$419.98
12129 Total										<u>\$419.98</u>

12130	SCHMIDT NOEL	E	01	005	020	000	000	401	General Supplies	\$259.31
12130 Total										<u>\$259.31</u>
12131	SCHOLASTIC INC	E	01	300	270	000	000	430	Instruct Supplies	\$93.39
12131 Total										<u>\$93.39</u>
12132	SCHOOL NURSE SUPPLY	E	01	300	720	000	000	401	AS PER ATTACHED	\$4,687.71
12132	SCHOOL NURSE SUPPLY	E	04	701	590	000	350	401	AS PER ATTACHED	\$1,980.22
12132 Total										<u>\$6,667.93</u>
12133	SCS SIGN COMPANY	E	01	300	296	702	000	430		\$69.03
12133	SCS SIGN COMPANY	E	01	300	294	702	000	430		\$69.03
12133 Total										<u>\$138.06</u>
12134	SHANNONS INC	E	05	005	865	000	380	350	Repair & Maint Service	\$510,420.75
12134 Total										<u>\$510,420.75</u>
12135	SHI	E	06	300	870	000	000	555	AS PER ATTACHED QUOTATION # 23819515	\$464.00
12135	SHI	E	06	300	870	000	000	555	AS PER ATTACHED QUOTATION # 23781169	\$11,400.00
12135	SHI	E	06	300	870	000	000	555	AS PER ATTACHED QUOTATION # 23700622	\$5,000.00
12135	SHI	E	06	300	870	000	000	555	AS PER ATTACHED QUOTATION # 23824433	\$12,750.00
12135 Total										<u>\$29,614.00</u>
12136	SISSON MARK	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12136 Total										<u>\$100.00</u>
12137	SOCIALTHINKING.COM	E	01	300	402	000	740	433	THINK SOCIAL! A SOCIAL THINKING CURRICULUM	\$91.99
12137	SOCIALTHINKING.COM	E	01	300	402	000	740	433	SOCIAL THINKING AND ME (TWO BOOK SET)	\$69.99
12137	SOCIALTHINKING.COM	E	01	300	402	000	740	433	MOVIE TIME SOCIAL LEARNING	\$31.99
12137	SOCIALTHINKING.COM	E	01	300	402	000	740	433	SUPERFLEX POSTER 2/PKG	\$26.99
12137	SOCIALTHINKING.COM	E	01	300	402	000	740	433	SOCIAL EMOTIONAL LEARNING CURRICULUM AI	\$370.99
12137	SOCIALTHINKING.COM	E	01	300	402	000	740	433	SHIPPING	\$56.54
12137 Total										<u>\$648.49</u>
12138	SQUIRES, WALDSPURGER & MACE PA	E	01	005	150	000	000	311	Prof Tech Services	\$912.50
12138 Total										<u>\$912.50</u>
12139	STAPLES SCOTT H	E	01	300	296	704	000	305	Consulting Fees	\$130.00
12139	STAPLES SCOTT H	E	01	300	296	704	000	305	Consulting Fees	\$25.00
12139 Total										<u>\$155.00</u>
12140	STARFALL EDUCATION FOUNDATION	E	01	112	606	000	000	430	2023-2024 SCHOOL MEMBERSHIP RENEWAL - P	\$355.00
12140 Total										<u>\$355.00</u>
12141	SUPER ONE	E	01	005	107	050	000	401	General Supplies	\$95.64
12141	SUPER ONE	E	01	005	107	050	000	401	General Supplies	\$29.90
12141	SUPER ONE	E	01	300	292	000	000	401	General Supplies	\$44.74
12141 Total										<u>\$170.28</u>
12142	SWANSON & YOUNGDALE INC	E	05	005	865	000	380	350	Repair & Maint Service	\$9,661.50
12142 Total										<u>\$9,661.50</u>
12143	TACONITE TIRE SERVICE	E	03	005	760	000	720	350	Repairs Maint Serv	\$66.99
12143 Total										<u>\$66.99</u>
12144	TEACHERS ON CALL	E	01	101	420	000	740	307		\$285.60
12144	TEACHERS ON CALL	E	01	300	420	000	740	307		\$453.11
12144	TEACHERS ON CALL	E	01	300	211	000	000	305		\$335.01
12144	TEACHERS ON CALL	E	01	116	420	000	740	307		\$261.80
12144	TEACHERS ON CALL	E	01	116	203	000	000	305		\$251.26
12144	TEACHERS ON CALL	E	01	112	420	000	740	307		\$154.70
12144 Total										<u>\$1,741.48</u>
12145	THORNBLOOM NEAL F	E	01	300	296	702	000	305		\$50.00
12145	THORNBLOOM NEAL F	E	01	300	294	702	000	305		\$50.00
12145	THORNBLOOM NEAL F	E	01	300	296	702	000	305		\$11.00
12145	THORNBLOOM NEAL F	E	01	300	294	702	000	305		\$11.00
12145 Total										<u>\$122.00</u>

12146	TRIMARK INDUSTRIAL	E	01	005	810	000	000	420	Repair Supplies	\$204.67
12146 Total										<u>\$204.67</u>
12147	VIGER SANDRA	E	01	005	640	000	316	366	Travel	\$57.24
12147 Total										<u>\$57.24</u>
12148	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	331	Electricity	\$14,068.41
12148	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	334	Garbage	\$89.40
12148	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	333		\$63.60
12148	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	332		\$168.97
12148	VIRGINIA PUBLIC UTILITITES	E	01	300	810	000	000	440		\$9.00
12148	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	333		\$109.80
12148	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	332		\$82.72
12148	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	331		\$114.23
12148	VIRGINIA PUBLIC UTILITITES	E	01	005	810	000	000	440		\$9.00
12148	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	334		\$538.50
12148	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	333		\$70.80
12148	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	332		\$52.72
12148	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	331		\$2,041.97
12148	VIRGINIA PUBLIC UTILITITES	E	01	117	810	000	000	440		\$92.09
12148 Total										<u>\$17,511.21</u>
12149	W A FISHER COMPANY	E	01	005	020	000	000	401	General Supplies	\$885.00
12149	W A FISHER COMPANY	E	01	005	020	000	000	401	General Supplies	\$1,225.00
12149	W A FISHER COMPANY	E	01	005	010	000	000	401	General Supplies	\$450.00
12149	W A FISHER COMPANY	E	01	005	020	000	000	401	General Supplies	\$18,061.36
12149 Total										<u>\$20,621.36</u>
12150	ZUMBAUM BRAD	E	01	300	294	701	000	305	Consulting Fees	\$100.00
12150 Total										<u>\$100.00</u>
12151	ZUPETZ JEFF	E	01	300	296	704	000	305	Consulting Fees	\$130.00
12151 Total										<u>\$130.00</u>
12152	CHRISTENSEN PARTS	E	03	005	760	000	720	350	Repairs Maint Serv	\$309.98
12152	CHRISTENSEN PARTS	E	03	005	760	000	720	350	Repairs Maint Serv	\$31.60
12152	CHRISTENSEN PARTS	E	03	005	760	000	720	350	Repairs Maint Serv	\$3.51
12152 Total										<u>\$345.09</u>
12153	ISD #6076	E	01	117	810	000	000	335	Short Term Lease	\$50,948.70
12153	ISD #6076	E	01	117	810	000	000	335	Short Term Lease	\$47,686.64
12153	ISD #6076	E	01	117	810	000	000	335	Short Term Lease	\$47,686.64
12153 Total										<u>\$146,321.98</u>
12154	MORGAN BRIAN	E	03	005	750	000	720	311	Prof Tech Services	\$110.00
12154 Total										<u>\$110.00</u>
12155	NATIONAL RESTAURANT ASSOCIATION SOLUTI	E	01	300	250	000	000	430	Instruct Supplies	\$2,463.14
12155 Total										<u>\$2,463.14</u>
12156	RANGE MENTAL HEALTH CENTER INC	E	01	005	420	000	799	305	Consulting Fees	\$17.25
12156 Total										<u>\$17.25</u>
12157	SCHMIDT NOEL	E	01	005	640	000	316	366	Travel	\$611.35
12157 Total										<u>\$611.35</u>
12158	TWENTY ONE TOYS	E	01	005	030	000	000	401	General Supplies	\$524.59
12158 Total										<u>\$524.59</u>
12159	HOGLUND BUS CO INC	E	03	005	760	000	738	548	Trans Veh	\$360,882.83
12159 Total										<u>\$360,882.83</u>

290886-290890	PAYROLL 09/15/23	\$737,951.05
	OASDI	\$43,858.08
	MEDICARE	\$10,260.75
	PERA	\$11,511.56
	TRA	\$49,139.24
	TSA MATCH	\$4,390.19
	TOTAL DISBURSEMENTS & PAYROLL	<u>\$2,877,969.97</u>

Seconded by

that the above resolution be adopted.

Resolution adopted September 25, 2023.

Clerk

Chairperson



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: November 14, 2022

Revised: _____

504 STUDENT DRESS AND APPEARANCE

~~I. PURPOSE~~

~~The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.~~

~~II. GENERAL STATEMENT OF POLICY~~

~~A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).~~

~~B. Appropriate clothing includes, but is not limited to, the following:~~

~~1. Clothing appropriate for the weather.~~

~~2. Clothing that does not create a health or safety hazard.~~

~~3. Clothing appropriate for the activity (i.e., physical education or the classroom).~~

~~C. Inappropriate clothing includes, but is not limited to, the following:~~

~~1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.~~

~~2. Clothing bearing a message that is lewd, vulgar, or obscene.~~

~~3. Apparel promoting products or activities that are illegal for use by minors.~~

~~4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.~~

- ~~5. Any apparel or footwear that would damage school property.~~
- ~~D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (e.g., student undergoing chemotherapy, medical situations, student religious practice or belief).~~
- ~~E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.~~
- ~~F. "Gang," as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. "Pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.~~

~~III. PROCEDURES~~

- ~~A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.~~
- ~~B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.~~
- ~~C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.~~

Legal References: U. S. Const., amend. I

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, (1969)

B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)

Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)

D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)

Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

~~**Cross References:**—Policy 413 (Harassment and Violence)
Policy 506 (Student Discipline)
Policy 525 (Violence Prevention)~~

PLEASE NOTE: MINNESOTA SCHOOL DISTRICTS AND CHARTER SCHOOLS ARE NOT REQUIRED TO REVISE THEIR DRESS CODE POLICIES AT THIS TIME.

For the past year, the Minnesota School Boards Association (MSBA) has engaged in a deep review of Model Policy 504—Student Dress and Appearance.

The updates offered below reflect the key goals of permitting students to engage in their First Amendment right to express themselves while maintaining a positive school environment in which learning is promoted and students are protected from harm.

In updating Model Policy 504, MSBA seeks to promote and support local discussion and decision-making. Alternative provisions are offered, such as on head wear and hats, in order to assist board members as they create a policy that best fits their schools and their communities.

As Minnesota school districts review and revise their dress code policies, MSBA anticipates that it will learn valuable lessons that can be shared with other schools throughout the state. The revisions offered here are a starting point and are likely to be augmented in the future.

This model policy uses the term “dress code” to refer to the policy itself because of the longstanding practice and community familiarity with the term. A school board can choose to use a different term, such as “clothing,” to replace dress.

Minnesota school boards have considerable authority to decide whether to have a dress code policy at all. Boards can choose the provisions the policy contains. School boards might choose to retain their current dress code policy. Boards may opt to change some provisions and to keep others. Boards may include language that does not appear in Model Policy 504.

The Minnesota legislature passed two laws in 2023 that are relevant to dress codes. **These changes are highlighted below.**

School boards may choose to engage with students, staff, parents and guardians, and others to craft a dress code for the school district.

In light of the many local decision points that a dress code invites, MSBA decided to not attempt to create a redline version that could be universal across the state.

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

The school board is encouraged to draft a purpose statement that reflects the school district's mission and goals.

The dress code provisions offered below recognize that clothing is an expressive activity protected under the First Amendment. The policy seeks to promote fair treatment of all students and to reduce staff time spent monitoring student clothing. School boards may choose to adopt all, some, or none of the suggested provisions.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed suitably [or appropriately] for school activities and in keeping with community standards.

As school boards create a school dress code, they often encounter challenges related to subjective terms—such as appropriate, suitable, or community standards—that can be vague and can vary from one person's interpretation to another. School boards may choose to provide more explicit provisions, such as are presented below.

- B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.

Unlike Paragraph A above, Paragraph B focuses upon potential effects upon learning, discipline, and safety as it balances students' right to express themselves. The standards stated in Paragraph B draw upon the U.S. Supreme Court decision in *Tinker v. Des Moines Independent Community School District* and subsequent decisions (see Legal References below).

- C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
1. does not injure people or damage property;

2. does not materially and substantially disrupt or interfere with the educational process or classwork;
3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
4. does not involve substantial disorder or invasion of the rights of others.

Such appropriate clothing includes, but is not limited to, the following:

1. Clothing for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing for the activity (i.e., physical education or the classroom).
4. Footwear that does not present a safety hazard.
5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.

Across the nation, school boards have been encouraged to reconsider rules regarding hats and other headwear. In recent years, Minnesota school districts have developed a range of policies regarding hats and related headgear. Some districts have chosen to maintain a prohibition. Others have created grade/building specific rules. Some boards have permitted hats while prohibiting hoods.

A school board could choose to direct school building-level administration to work with staff, students, and others to develop building-specific rules regarding headwear.

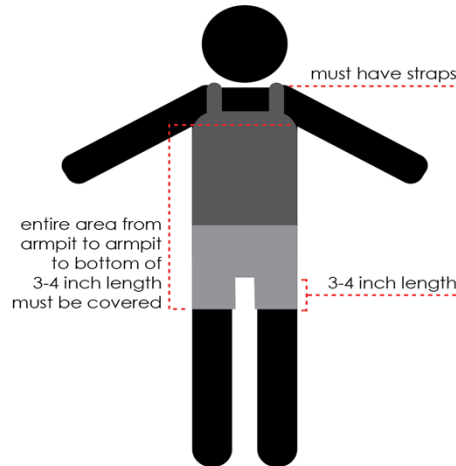
6. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

In 2023, the Minnesota legislature enacted the CROWN Act, which adds Subparagraph 6 to the protections under the Minnesota Human Rights Act.

C. Student clothing may not include the following:

1. **Option 1:** Students may not wear inappropriate clothing.
Option 2: Extremely brief garments and see-through garments may not be worn.

Option 3: Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).



MSBA is grateful to the Roanoke County Public Schools (Virginia) for its permission to incorporate this image in Model Policy 504.

The previous Model Policy 504 prohibited “inappropriate” clothing and then presented a short list of examples. Creating a comprehensive, clear definition of “inappropriate” clothing presents significant challenges, as does reliance upon a small list of examples of “inappropriate” clothing.

MSBA encourages school boards to consider moving away from “appropriate” standards to an approach that focuses upon impacts upon other students and the educational process. A school board may decide to focus upon the prohibition upon clothing that “materially and substantially disrupts or interferes with” the educational process and related standards set out in Article II.B above rather than invoking a general ‘inappropriate’ standard.

MSBA understands that school boards may wish to establish expectations regarding clothing that covers one’s body. To this end, MSBA offers some examples a school board could adapt or adopt. Other options can be considered.

Subparagraphs 2-4 below could be retained regardless of how a school board chooses to proceed under Subparagraph 1.

2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act,

or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.

Subparagraph 2 seeks to encourage understanding of the ways in which expression through clothing can communicate messages that create harm or a hostile learning environment for others.

3. Apparel promoting products or activities that are illegal for use by minors.
 4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.
- D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

Paragraph D confirms the right that students possess to express themselves within the general standards established in this policy. A school board could choose to combine this with Subparagraph 2 above.

III. PROCEDURES

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).
- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian

student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.

In 2023, the Minnesota legislature enacted the second sentence in Paragraph C above.

- D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed. Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: Policy 413 (Harassment and Violence)
Policy 506 (Student Discipline)
Policy 525 (Violence Prevention)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 10, 2022

Revised: January 23, 2023

Revised: _____

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and Minnesota Rules parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, satellite, videoconference, satellite, Internet, or other electronic and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools in the school district.

D. Directory Information

1. “Directory information,” under federal law, means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student’s name; ~~address; telephone listing; electronic mail address;~~ photograph; ~~date and place of birth;~~ major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. ~~It also includes the name, address, and telephone number of the student’s parent(s).~~ Directory information does not include:

- ~~1a.~~ a student’s social security number;
- ~~2b.~~ a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
- ~~3c.~~ a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
- ~~4d.~~ personally identifiable data which references religion, race, color, social position, or nationality; ~~or~~
- ~~5e.~~ data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent or guardian; or

f. the name, address, and telephone number of the student's parent(s).

2. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

[Note: The federal definition includes all of the types of information specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.

The Minnesota definition imposes additional restrictions upon the types of information that may be designated as directory information.

A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality. Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education record. The term "education records" does not include:
 - a. Records of instructional personnel that are:
 - (1) kept in the sole possession of the maker of the record; and
 - (2) used only as a personal memory aid;

- (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
 - (4) destroyed at the end of the school year.
- b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
- (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
- (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
- (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that

are a part of the program of instruction within the school district.

- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

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

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

J. Parent

“Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other direct identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

“Responsible authority” means *[designate title and actual name of individual]*.

N. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
 - a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;

- e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
- f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
- g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes chapter 256B or Minnesota Care under Minnesota Statutes chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

- 1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
- 2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school district would otherwise use employees;
 - b. is under the direct control of the school district with respect to the use and maintenance of education records; and

- c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to

personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action

taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as “directory information” pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student:

(1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification-Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:
 - a. Minnesota Statutes, section 13.32, subdivision 5; and
 - b. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.

3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

[Note: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student's personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

~~Directory information is public except as provided herein.~~

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. ~~Prior to such disclosure the school district shall:~~

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The school district shall Annually give ~~public~~ notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

- b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
 2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
 3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
 4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent

or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such

investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

- b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
- c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

- 5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
 3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, building principal, in writing by October 1st each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures

contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of Section VI. of this policy; and
 - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student, that indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom

education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

- A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means the superintendent of schools.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate,

misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
[Minn. Stat. § 13.32, Subd. 5 \(Directory Information\)](#)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, subs. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273, 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 417 (Chemical Use and Abuse)
Policy 506 (Student Discipline)
Policy 519 (Interviews of Students by Outside Agencies)
Policy 520 (Student Surveys)
Policy 711 (Video Recording on School Buses)
Policy 722 (Public Data Requests)
Policy 906 (Community Notification of Predatory Offenders)

MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

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Revised: _____

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section 1232h.

III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified **and agrees** in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate. ~~or has the opportunity to opt out of the survey depending upon how the survey is funded.~~ Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that

personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.

- E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education and/or a state or local agency, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education and/or a state or local agency, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
 - 1. political affiliations or beliefs of the student or the student's parent;
 - 2. mental and psychological problems of the student or the student's family;
 - 3. sex behavior or attitudes;
 - 4. illegal, antisocial, self-incriminating, or demeaning behavior;
 - 5. critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - 7. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

- a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

“Parent” means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

- b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
- c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

- d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, *et seq.*).
- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for

that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

- (1) “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
- (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:
 - (a) college or other post-secondary education recruitment or military;
 - (b) book clubs, magazines, and programs providing access to low cost literary products;
 - (c) curriculum and instructional materials used by elementary and secondary schools;
 - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
 - (f) student recognition programs.
- (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such

an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will ~~provide~~ require parents ~~with an opportunity to opt out of participation to give written permission to participate~~ in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

- A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information;
Parent Notice and Opportunity for Opting Out)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights)
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References: Policy 515 (Protection and Privacy of Pupil Records)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedure and
Process)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 10, 2022

Revised: _____

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate

in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Policy 413 (Harassment and Violence)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure And Process)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: November 14, 2022

Revised: _____

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, (~~including~~ edible cannabinoid products), and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, (~~including~~ edible cannabinoid products), and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, (~~including~~ edible cannabinoid products), or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled

substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § United States Code section 812, including analogues and look-alike drugs.

- C. “Edible cannabinoid product” means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by ~~any route of administration~~ injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health (“Commissioner”).
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. “Toxic substances” includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.
- J. “Use” ~~includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or~~

consideration means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

- E. Members of the public are not permitted to possess controlled substances, nonintoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to

opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and (including edible cannabinoid products).
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provide by school based mental health services providers; and/or to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: [Minn. Stat. § 120B.215 \(Education on Cannabis Use and Substance Use\)](#)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
[Minn. Stat. § 152.01, Subd. 15a \(Definitions\)](#)
[Minn. Stat. § 152.0264 \(Cannabis Sale Crimes\)](#)
Minn. Stat. § 152.22, subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
[Minn. Stat. § 169A.31 \(Alcohol-Related School Bus or Head Start Bus Driving\)](#)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
[Minn. Stat. § 342.09 \(Personal Adult Use of Cannabis\)](#)
[Minn. Stat. § 342.56 \(Limitations\)](#)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 416 (Drug and Alcohol Testing)
Policy 417 (Chemical Use and Abuse)
Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
Policy 506 (Student Discipline)
Policy 516 (Student Medication)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: _____

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device ~~does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.~~ excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco ~~excludes any tobacco product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose~~ drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- D. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or

derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

“Vaping” means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VI. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: [Minn. Stat. § 120B.238 \(Vaping Awareness and Prevention\)](#)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 506 (Student Discipline)
~~MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior~~



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

424 LICENSE STATUS

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must

complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.
- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, ~~Subd. 13~~ (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: December 14, 2020

Revised: January 10, 2022

Revised: _____

425 STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.*
- B. The Staff Development Plan must contain the following elements:
 - 1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

We see...

- An educational environment designed to inspire passion and joy for everyone
- Collaborative educational experiences with immediate real-world applications
- Meaningful integration of community professionals into the daily education of students
- Adaptable learning spaces that will continually meet the needs of an ever-changing workforce

Everyone = [faculty, staff, parents, students, community, visitors, etc.]

- 2. The means to achieve the Staff Development outcomes;
- 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes section 122A.187;
- 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent Minnesota Statutes section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

- e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
- 7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
 - 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
 - D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
 - E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the [Minnesota](#) Department of Education ([MDE](#)) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and

instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes section 122A.61.

- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds, or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
1. additional stipends as incentives to mentors of color or who are American Indian;
 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 - 2. The report will provide a breakdown of expenditures for:

- a. Curriculum development and curriculum training programs;
- b. Staff development training models, workshops, and conferences; and
- c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, subd. 2 (Violence Prevention Education)
[Minn. Stat. § 121A.642 \(Paraprofessional Training\)](#)
Minn. Stat. § 122A.187, (Expiration and Renewal)
Minn. Stat. § 122A.40, subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, subd. 5 (General Education Levy and Aid)

Cross References: None.



Rock Ridge Public Schools

1405 Progress Parkway

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Revised: _____

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as

appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The

school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~or to~~ prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority,

a teacher may use reasonable force when it is necessary under the circumstances ~~correct or~~ restrain a student ~~or to~~ prevent imminent bodily harm or death to the student or another.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~or to~~ prevent imminent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a

restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and

- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the school district's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school

district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority,

cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;
- ~~22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;~~
- ~~22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing

responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;

- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student’s parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student’s conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. “Removal from class” and “removal” mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class an excessive number of times in a school year, the school district shall notify the parent or guardian of the student's removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. **Procedures for removal of a student from a class:**

There are many reasons that a student may be removed from class. They include but are not limited to rules violations or the potential of a dangerous situation.

When a student is removed the **first time**, it will be documented by the teacher and the parent will be notified by the teacher. The student may also receive additional disciplinary action.

If a **second** removal occurs, the parent will be notified and a meeting will be held within 48 hours with the student, teacher, parent, and administration. During this meeting the teacher will explain his/her expectations for behavior. The student and parent will have the opportunity to ask any questions they may have with the goal being a solution to the behavioral problem.

If a **third** removal takes place, the student may be removed from the class, assigned study hall, and lose credit. Other solutions may be a class change or alternative programming for the student. A parent meeting may also be held at the request of the teacher when removals have not occurred.

If a student receiving special education services is removed from a class, the above procedures will apply. In addition, the IEP team may need to meet to consider the adequacy of the IEP.

Students serving administratively determined consequences in the school suspension / intervention room / or other disciplinary locations will be ineligible from participating in after school activities, practices, and athletic contests.

- D. All students suspected of using/abusing chemicals will be referred to the building chemical abuse assessment team or appropriate team.
- E. The building team will create procedures for early interventions tied to violations of the code of student conduct. These interventions will include parent involvement, where appropriate.

IX. DISMISSAL

- A. “Dismissal” means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to ~~provide alternative educational services~~ use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

- 1. Willful violation of any reasonable school board regulation, including those found in this policy;
- 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
- 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

- C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the student’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one

school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. ~~The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion

proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. “Expulsion” means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. “Exclusion” means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district’s intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56; describe alternative educational services the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student’s own choosing, including legal counsel at the hearing; (2) examine the student’s records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall must advise the student’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and

recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator ~~shall~~ **must** prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~ **must** include measures to improve the student's behavior, ~~including which may include~~ completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan ~~must include reasonable attempts to obtain and require~~ parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a student pupil, and each pupil withdrawal agreement within thirty (30) days of the assault effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the alternative educational services nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the student pupil in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a

behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record

and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Student from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: Policy 413 (Harassment and Violence)
Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
Policy 501 (School Weapons)
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Policy 503 (Student Attendance)
Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Policy 514 (Bullying Prohibition Policy)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)
Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
Policy 610 (Field Trips)
Policy 709 (Student Transportation Safety Policy)
Policy 711 (Video Recording on School Buses)
Policy 712 (Video Surveillance Other Than on Buses)



Rock Ridge Public Schools
1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 10, 2022

Revised: _____

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a of students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school ~~district shall inflict corporal punishment or use prone restraint upon a student. or charter school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term “corporal punishment” means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.~~

III. DEFINITIONS

1. “Corporal punishment” means conduct involving:

a. hitting or spanking a person with or without an object; or

b. unreasonable physical force that causes bodily harm or substantial emotional harm.

2. “Prone restraint” means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.

3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or

impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.

4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

V. EXCEPTIONS

~~A teacher or school principal may use reasonable force under the conditions set forth in Policy 507 (Student Discipline) when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.~~

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Policy 506 (Student Discipline)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

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Revised: _____

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. ~~Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law~~ Open enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application.

In addition to the provisions ~~of Paragraph H.A. above~~, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, ~~with the exception of~~ except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. Standards that may not be used for rejection of application.

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

C. Application.

The student and parent or guardian must complete and submit ~~a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to “Students and Families,” then, under “School Choice,” select “Open Enrollment.” The form is entitled, “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education.” the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.~~

~~The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.~~

~~The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.~~

D. Lotteries.

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;

3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a 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 in a school year and who has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not

lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (~~The~~ Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
[18 U.S.C. 930, para. \(g\)\(2\) \(Definition of weapon\)](#)

Cross References: Policy 506 (Student Discipline)
Policy 517 (Student Recruiting)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: _____

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Promotion

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

B. Retention

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

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff

development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district ~~will~~ **must** adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district ~~will~~ **must** adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district ~~will~~ **must** adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to underrepresented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Policy 617 (School District Ensurance of Preparatory and High School Standards)
Policy 618 (Assessment of Student Achievement)
Policy 620 (Credit for Learning)



Rock Ridge Public Schools

1405 Progress Parkway

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Reviewed: January 10, 2022

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Revised: _____

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on school premises, on school district property, at school functions or activities, or on school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;

4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation as defined in this policy .

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or

forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- G. “Prohibited conduct” means bullying, ~~or~~ cyberbullying, malicious and sadistic conduct, sexual exploitation, as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying prohibited conduct.
- H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying

or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent

with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or

circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

- C. This policy must be given distributed to each school employee and independent contractor ~~who regularly interacts with students at the time of initial employment with the school district at the time of hiring or contracting.~~
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
 Minn. Stat. § 120B.232 (Character Development Education)
 Minn. Stat. § 121A.03 (Model Policy)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
 Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)
 Minn. Stat. Ch. 124E (Charter Schools)
 Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
 34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 Policy 413 (Harassment and Violence)

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Policy 423 (Employee-Student Relationships)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 507 (Corporal Punishment)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination Policy)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)
Policy 529 (Staff Notification of Violent Behavior by Students)
Policy 709 (Student Transportation Safety Policy)
Policy 711 (Video Recording on School Buses)
Policy 712 (Video Surveillance Other Than on Buses)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: _____

516.5 OVERDOSE MEDICATION

Rock Ridge Public Schools' Policy on the use of emergency drugs for the treatment of drug-related overdoses.

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) , 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 [insert title of staff person appointed as coordinator].

- 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.
- 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.
- 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 antagonist in 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 and implementation team will consist of our district Health and Safety committee members, which include the district LSN, the Eveleth and/or Virginia EMC coordinator, and the district’s medical provider that provides a Protocol or Condition Specific Order “standing order” for administration of Naloxone.
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. The purchase of “Naloxone Emergency Cabinets” will work with all brands of naloxone. The cabinet will follow the same concepts as an AED. The cabinet will be available in three versions: locking with breakable window/hammer and non-locking version with siren or non-locking with no alarm. The cabinet will include 3D signage above the cabinet. The naloxone cabinet will hold at least one (1) box containing two doses of Narcan and a full-size readable instruction sheet.
 - b. Placement should be next to AEDs in the following locations: Parkview Elementary, Laurentian Elementary, North Star Elementary, Rock Ridge High School (2 locations), and the Rock Ridge Administration Building. Procedurally, this means a total purchase of six (6) two-dose boxes of Nasal Naloxone to place in cabinets.
 - c. 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;

- d. 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;
- e. 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
- f. 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. The Medical Emergency Response Team (MERT) staff should be trained to administer Naloxone along with building supervisors, including building principals, if not on the MERT team.

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.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site. Naloxone will not be provided when school activities are conducted off school grounds.
- 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: Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of
Naloxone

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."



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 10, 2022

Revised: November 14, 2022

Revised: _____

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access

privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - 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; 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.

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.
- 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 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

- 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.

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 Statute Chapter 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in

compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

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

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.

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

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.
2. A description of parent/guardian responsibilities.
3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 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

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]

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.

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. § 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)
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. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee’s Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)

M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

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



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: October 24, 2022

Revise: _____

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime

and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minn. Stat. § 121A.58;
 - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a child's senses as punishment;

- d. Denying or restricting a child’s access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child’s functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
 - f. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child’s ability to breathe, restricts or impairs a child’s ability to communicate distress, places pressure or weight on a child’s head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child’s torso;
 - g. Withholding regularly scheduled meals or water; and/or
 - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student’s parent or guardian of the student’s removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student’s IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student’s conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by ~~Minn. Stat. §~~ Minnesota Statutes, section 125A.0942, ~~Subd. subdivision~~ 5, and otherwise comply with the requirements of § section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67, Subd. 2 (Removal by Police Officer)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: Policy 506 (Student Discipline)
Policy 507 (Corporal Punishment)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 525 (Violence Prevention)
Policy 806 (Crisis Management Policy)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: December 14, 2020

Revised: January 10, 2022

Revised: January 23, 2023

Revised: _____

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Students have use of a meal account. If the account reaches a negative balance, the student will continue to receive a meal and the account will continue to be charged the cost of the meal.

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

- B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

- C. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

~~B. If the school district receives school lunch aid under Minnesota Statute section 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.~~

~~C. A student who has been determined to be eligible for free and reduced-price lunch always must be served a reimbursable meal even if the student has an outstanding debt.~~

D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.

E. When a student has a negative account balance, the student will not be allowed to charge a snack item.

F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of an outstanding negative balance.

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free ~~and or~~ reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent

debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

- C. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- D. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: *Minn. Stat. § 123B.37 (Prohibited Fees)*
Minn. Stat. § 124D.111, (Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 et seq. (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)

USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance
and Q&A

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: March 27, 2023

Revised: _____

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

- G. “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.
- H. “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
 - 1. the size of the academic achievement gap; **and** rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.
- K. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, **shall must** adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in

~~state and federal law~~ Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2).;

2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;
4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income ~~and minority children families~~, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that
 - a. integrate high-quality instruction, ~~rigorous curriculum~~, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working

~~_____ with diverse students while developing and supporting develops and
_____ supports~~ teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and
8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

~~B. School district site and school site goals shall include the following:~~

- ~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:
 - ~~a. reading, writing, speaking, listening, and viewing in the English language;~~
 - ~~b. mathematical and scientific concepts;~~
 - ~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~
 - ~~d. creative and critical thinking, decision making, and study skills;~~
 - ~~e. work readiness skills;~~
 - ~~f. global and cultural understanding.~~~~
- ~~2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - ~~a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~
 - ~~b. bring many perspectives, including historical, to contemporary issues;~~
 - ~~c. develop an appreciation and respect for democratic institutions;~~
 - ~~d. communicate and relate effectively in languages and with cultures other than the student's own;~~~~

~~e. practice stewardship of the land, natural resources, and environment;~~

~~f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~

~~3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~

~~4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:~~

~~a. establishing and achieving personal and career goals;~~

~~b. adapting to change;~~

~~c. leading a healthy and fulfilling life, both physically and mentally;~~

~~d. living a life that will contribute to the well-being of society;~~

~~e. becoming a self-directed learner;~~

~~f. exercising ethical behavior.~~

~~5. Students will be given the opportunity to acquire human relations skills necessary to:~~

~~a. appreciate, understand, and accept human diversity and interdependence;~~

~~b. address human problems through team effort;~~

~~c. resolve conflicts with and among others;~~

~~d. function constructively within a family unit;~~

~~e. promote a multicultural, gender fair, disability sensitive society.~~

~~C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic~~

awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with:
 - a. dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist; or
 - b. convergence insufficiency disorder.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and

~~e. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~

~~This provision may not be used to deny a student's right to a special education evaluation.~~

~~7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

~~C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)~~

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3 Read Act Goal and Interventions~~)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals)

Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)

20 U.S.C. § 5801, *et seq.* (National Education Goals)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: March 27, 2023

Revised: _____

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the

duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: Policy 425 (Staff Development)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: November 14, 2022

Revised: _____

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board ~~shall~~ must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, ~~shall~~ must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents ~~shall~~ must comprise at least two-thirds of advisory committee members.
- C. The District Advisory Committee ~~shall~~ must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.

- E. The District Advisory Committee ~~shall~~ must recommend to the school board
1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, ~~section~~ 120B.022, subdivisions 1a and 1b, and ~~section~~ 120B.35,
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers; ~~and~~
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

- ~~A. Within the ongoing process of curriculum development, the following needs shall be addressed:~~
- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
 - ~~2. Identify minimum objectives for each course and at each elementary grade level.~~

- ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
 - ~~4. Provide a program for ongoing monitoring of student progress.~~
 - ~~5. Provide for specific, particular, and special needs of all members of the student community.~~
 - ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.~~
 - ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
 - ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~
- ~~B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.~~
- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, ~~Subd.~~ subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
 - B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
 - E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; [Personal Learning Plans](#))
[Minn. Stat. § 124D.59 \(Definitions\)](#)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 604 (Instructional Curriculum)
Policy 605 (Alternative Programs)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)
Policy 619 (Staff Development for Standards)
Policy 620 (Credit for Learning)
Policy 623 (Mandatory Summer School Instruction)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 23, 2023

Revised: _____

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language arts and~~ basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and ~~all~~ courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Public elementary and middle schools ~~shall~~ **must** offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: media arts, dance, music, theater, and visual arts.

D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE

frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

A. The following subject areas are required for statewide accountability:

1. language arts;

2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;

3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;

4. social studies, including history, geography, economics, and government and citizenship that includes civics;

5. physical education;

6. health, for which locally developed academic standards apply; and

7. the arts.

B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools

must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

IV. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

V. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

VI. CIVICS TEST

- A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
- B. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United

States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

- C. The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
- D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.
- E. The school district may administer civics test questions as part of the social studies curriculum.
- F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
- G. The school district cannot charge a fee related to this requirement.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
[Minn. Stat. § 120B.101 \(Curriculum\)](#)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: Policy 603 (Curriculum Development)
Policy 605 (Alternative Programs)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 25, 2021

Revised: October 24, 2022

Revised: _____

613 GRADUATION REQUIREMENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- C. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

Tara Fierke shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

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

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not

required to achieve a specified score or level of proficiency on an assessment to graduate from high school.

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

VI. GRADUATION CREDIT REQUIREMENTS

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

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or

career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: January 25, 2021

Reviewed: January 10, 2022

Revised: October 24, 2022

Revised: _____

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.

~~B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~

B. “World’s best workforce” means striving to: meet school readiness goals; ~~have all third grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
 2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
 3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40, or 122A.41. All curricula are subject to review on a regular basis.
- C. Implementation of Graduation Requirements
1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
 2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By November 1 of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

~~4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:~~

~~a. The Director of Curriculum (or similar educational leader)~~

~~b. Principal~~

~~c. School Board Member~~

~~d. Student Representative~~

~~e. One teacher from each building or instructional level~~

~~f. Two parents from each building or instructional level~~

~~g. Two residents without school-aged children, non-representative of local business or industry~~

~~h. Two residents representative of local business or industry~~

~~i. District Assessment Coordinator (if different from "a." above)~~

5. Translation services should be provided to the extent appropriate and practicable.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress ~~toward Literacy by Grade 3~~, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, ~~Subd. subdivision~~ 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise,

where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0640-3501.0655 (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 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs,
Section 504 Plans, and LEP Students)
Policy 617 (School District Ensurance of Preparatory and High School Standards)
Policy 618 (Assessment of Student Achievement)
Policy 619 (Staff Development for Standards)
Policy 620 (Credit for Learning)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: January 25, 2021

Revised: March 27, 2023

Revised: _____

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

~~A. —“Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

~~C. —“Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

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.
- ~~F. “Computer adaptive assessments” means fully adaptive assessments.~~
- D. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- F. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- ~~G. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.~~
- ~~K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- G. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of **English** language arts, mathematics, science, social studies, physical education, and the arts, ~~or~~ and (2) a locally adopted expectation for student learning in health ~~or the arts~~.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The school board shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon

as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs,
Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)



Rock Ridge Public Schools

1405 Progress Parkway

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Revised: January 25, 2021

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Revised: _____

620 CREDIT FOR LEARNING

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. “Course” means a course or program.

~~B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~

~~C. “Commissioner” means the Commissioner of MDE.~~

- ~~D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~
- D. “Eligible institution” means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.
- E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- ~~G. “Online learning” is a form of digital learning delivered by an approved online learning provider.~~
- ~~H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- F. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least some credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an

accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

- a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content standards~~ academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program ~~that meets or exceeds a graduation standard or requirement shall~~ must be counted toward the graduation ~~and credit~~ and subject area requirements of the district ~~requirements of a student completing the Minnesota Academic Standards.~~
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the

Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

- ~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~
- ~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~
- ~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.~~

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

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

VIII. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, ~~online learning course~~, or advanced academic credit

course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)
Policy 618 (Assessment of Student Achievement)
Policy 624 (Online Learning Options)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: _____

621 LITERACY AND THE READ ACT

[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Evidence-based” means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. “Fluency” means the ability of students to read text accurately, automatically, and with proper expression.
- C. “Foundational reading skills” includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

- D. “Literacy specialist” means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. “Literacy lead” means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. “Multitiered system of support” or “MTSS” means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. “Oral language,” also called “spoken language,” includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. “Phonemic awareness” means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. “Phonics instruction” means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. “Progress monitoring” means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. “Reading comprehension” means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension

skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

- L. “Structured literacy” means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. “Three-cueing system,” also known as “meaning structure visual (MSV),” means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. “Vocabulary development” means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district’s annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and

students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the school district has adopted a MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and
 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
 - 1. intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. special education teachers;
 - 4. curriculum directors;
 - 5. instructional support staff who provide reading instruction; and
 - 6. employees who select literacy instructional materials for a district.

- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

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

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading

skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: March 27, 2023

624 ~~ONLINE LEARNING OPTIONS INSTRUCTION~~

~~I. PURPOSE~~

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

~~II. GENERAL STATEMENT OF POLICY~~

~~A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.~~

~~B. The school district shall grant academic credit for completing the requirements of an online learning course or program.~~

~~C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.~~

~~D. The school district shall continue to provide non-academic services to online learning students.~~

~~E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.~~

~~III. DEFINITIONS~~

~~A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~

~~B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~

- ~~C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minnesota Statutes section 120A.22, subdivision 4, for purposes of compulsory education.~~
- ~~D. “Full-time online learning provider” means an enrolling school authorized by MDE to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.~~
- ~~E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.~~
- ~~F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.~~
- ~~G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.~~
- ~~H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- ~~I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minnesota Statutes sections 120A.22 and 120A.24.~~
- ~~J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.~~

~~IV. PROCEDURES~~

~~A. Dissemination and Receipt of Information~~

- ~~1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.~~
- ~~2. The school district will receive and maintain information provided to it by online learning providers.~~

- ~~3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.~~
- ~~4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.~~

~~B. Student Enrollment~~

- ~~1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.~~
- ~~2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.~~
- ~~3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.~~
- ~~4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the~~

~~corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~

- ~~5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.~~
- ~~6. An online learning student may complete course work at a grade level that is different from the student's current grade level.~~
- ~~7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.~~

~~C. Classroom Membership and Teacher Contact Time~~

- ~~1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.~~
- ~~2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.~~
- ~~3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.~~

- ~~4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minnesota Statutes section 124D.095, subdivision 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.~~

~~D. Academic Credit; Graduation Standards or Requirements~~

- ~~1. The school district shall apply the same graduation requirements to all students, including online learning students.~~
- ~~2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.~~
- ~~3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.~~
- ~~4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.~~
- ~~5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.~~
- ~~6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.~~

~~**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)~~

~~**Cross References:** Policy 509 (Enrollment of Nonresident Students)
Policy 605 (Alternative Programs)
Policy 608 (Instructional Services—Special Education)
Policy 613 (Graduation Requirements)~~

Policy 620 (Credit for Learning)

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Blended instruction” means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. “Digital instruction” means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. “Enrolling district” means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. “Online course syllabus” means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. “Online instruction” means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. “Online instructional site” means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. “Online teacher” means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the

appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. “Student” means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. “Supplemental online course” means an online learning course taken in place of a course provided by the student’s enrolling district under paragraph (C).
- J. “Supplemental online course provider” means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

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

- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

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

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)

Minn. Stat. § 124D.08 (School Board’s Approval to Enroll
in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School
Professional Licensing)

CROSS REFERENCES:

Policy 613 (Graduation Requirements)
Policy 620 (Credit for Learning)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: September 28, 2020

Revised: November 14, 2022

Revised: _____

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.

- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational

facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes Chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students (Policy 707) shall apply to the transportation of nonpublic school students except as specifically provided herein.

- Legal References:** Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

- Cross References:** Policy 707 (Transportation of Public School Students)
Policy 709 (Student Transportation Safety Policy)



Rock Ridge Public Schools

1405 Progress Parkway

Adopted: July 27, 2020

Revised: November 14, 2022

Revised: _____

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student **School Bus Safety Training**

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

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

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

C. Active Transportation Safety Training

1. Training required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 - 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 - 2. Rules at the Bus Stop
 - a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road, or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

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

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense – warning

2nd offense – 3 school-day suspension from riding the bus

3rd offense – 5 school-day suspension from riding the bus

4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

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

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

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

(5) Vandalism/Bus Damage

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

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to

students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
 7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction.

The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

- 1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
- 2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

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

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

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. **OPERATING RULES AND PROCEDURES**

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus

engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes section 169.011, subdivision 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
- ~~4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.~~
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a

type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar

with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

- a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

- b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

- (1) safe operation of a type III vehicle;
- (2) understanding student behavior, including issues relating to students with disabilities;

- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

- (5) handling emergency situations;

- (6) proper use of seat belts and child safety restraints;

- (7) performance of pretrip vehicle inspections;

- (8) safe loading and unloading of students, including, but not limited to:

- (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid

hazardous conditions;

- (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
 - d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
 - e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator’s employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
 - f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.

- g. A person who sustains a conviction, as defined under Minnesota Statutes 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
 - i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.
 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. the student’s name and address;
 - 2. the nature of the student’s disabilities;
 - 3. emergency health care information; and
 - 4. the names and telephone numbers of the student’s physician, parents, guardians, or custodians, and some person other than the student’s parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district’s record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses) Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
[Minn. Stat. § 123B.935 \(Active Transportation Safety Training\)](#)

Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
 Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
 Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)
[49 C.F.R. Part 571 \(Federal Motor Vehicle Safety Standards\)](#)

Cross References:

Policy 416 (Drug and Alcohol Testing) MSBA/MASA
 Policy 506 (Student Discipline)
 Policy 515 (Protection and Privacy of Pupil Records)
 Policy 707 (Transportation of Public Students)
 Policy 708 (Transportation of Nonpublic Students)
 Policy 710 (Extracurricular Transportation)



Rock Ridge Public Schools

1405 Progress Parkway

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806 CRISIS MANAGEMENT POLICY

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

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

B. Elements of the District Crisis Management Policy

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

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

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other

sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
 3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include

more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes section 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

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

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency

management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

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

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

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

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

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

G. Media Procedures

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

H. Behavioral Health Crisis Intervention Procedures

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

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

I. Long-Term Recovery Intervention Procedures

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

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.

4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. “Active shooter drill” means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. “Active shooter simulation” means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. “Evidence-based” means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. “Full-scale exercise” means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often

involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. “Functional exercises” means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

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

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

C. Student Mental Health and Wellness

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

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student’s parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

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

F. Active Shooter Simulations

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

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

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

H. Board Meeting

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

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

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

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

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

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

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See Policy 903 (Visitors to School District Buildings and Sites).

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

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

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

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

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

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

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

Cross References: Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>
[Minnesota School Safety Center - Resources \(mn.gov\)](#)

Some Benefits of the Anatomage Table:

1. Table use has enabled students to have better learning outcomes & higher test scores - [Case Studies](#)
2. Shortens the learning curve - by increasing subject retention, easing the learning process, simplifying complex concepts with visual, engaging and interactive tools; improves spatial reasoning skills
3. Addresses “learning loss”
4. Supports “remote/hybrid learning” - Table can be accessed/operated remotely and on cloud if desired
5. Students can learn at their own pace, learn in a variety of ways and collaborate with other students
6. “Mirrors the technology used in the workplace” - better preparation of students for their careers
7. Falls under “STEM/CTE learning & career readiness tools”
8. Alternate, familiar, preferred and effective instructional tool for the modern student who operates in a world of interactive multimedia, has a different approach to learning and a shorter attention span
9. Unlimited possibilities – provides unlimited exploration of cadavers, pathologies and physiology
10. Enhanced engagement and motivation – textbooks come to life; makes science fun. It allows students to explore the human body in a way that is both interactive and visually stimulating
11. Attracts/maintains student interest in health science programs- impacts lives, careers & communities
12. Increase quality of lesson plans - Pre-built and customizable curriculum aids teachers to easily create high quality lesson plans
13. Student/faculty recruitment and retention tool for institutions
14. Qualifies as “Instructional Technology” and represents a significant pedagogical advancement in teaching and learning
15. Enhances “occupational safety” - digital cadavers eliminate exposure to, and the side effects of, formaldehyde and other chemicals that are used to preserve physical cadavers
16. Advances “equity in education” by providing access to cadavers and innovative technology for all students (lower income families, rural areas, etc)
17. Reduced Cost - suitable as full or partial replacement for physical human/animal dissections - Table content includes cadavers & hundreds of real cases with pathologies all rendered 3D & interactive
18. A-must-have tool for diagnosing pathology, surgical planning and patient education
19. Great for medical research - Converts any CT & MRI (DICOM files) of humans and animals to 3D
20. Free software updates and access to optional accessories (VR, tablet, eBook, science experiments)

Anatamage

Sole Source Letter of Exclusive Technological Equipment

January 11, 2023

This letter certifies the following:

The **Anatamage Table**, a 3D, interactive, virtual dissection table, is manufactured and distributed exclusively from Anatamage, Inc. domestically in San Jose, CA. Our technology is one-of-a-kind as follows:

- We are the only provider of this type of Virtual Dissection Table utilizing the imaging of Real Human Cadavers
- There are no other products that are compatible with the Anatamage Table
- The purchase of the Anatamage Table cannot be made from any other vendor
- The Anatamage technology holds a patent #Patent No. US 9,867,543 B2

The **Anatamage Table Application**, installed on the Anatamage Table and the Anatamage VR Tablet is manufactured exclusively from Anatamage, Inc.

Anatamage's support for the Anatamage Table, covers but is not limited to the following:

- Anatamage Table Software Content and Functionality
- Anatamage Table Hardware & Software Troubleshooting

Anatamage is the sole and exclusive manufacturer and distributor in the United States of America and no other agency, institution, organization, school district, municipality, or customer receives better pricing than the DOE.

Please feel free to contact us if you have any questions regarding this matter.

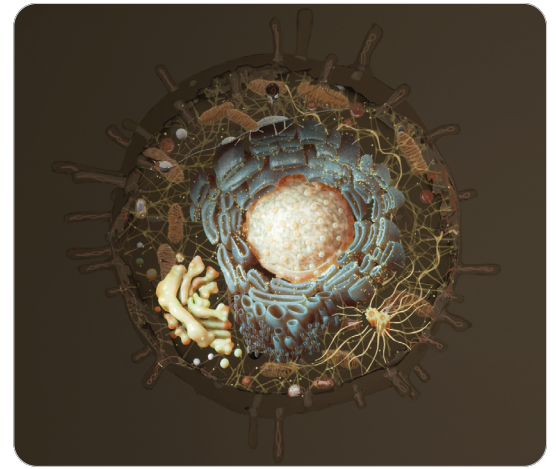
Sincerely,

Jack Choi
CEO – Anatamage Inc.



SCIENCE

TABLE



Anatontage's Science Table provides an immersive and realistic laboratory learning platform for students to digitally investigate and apply scientific theories.

Biology Experiments

13 virtual experiments to explore fundamental biology concepts and teach laboratory techniques

Biomolecules & Cells

Bacterial Handprint	Explore concepts of bacterial growth
Cell Explorer	Interact with a 3D eukaryotic cell to learn the structure and organelles
Cell Membrane Transport	Experiment with diffusion, passive transport, and active transport
Enzymatic Reaction and Inhibition	Visualize dihydrofolate reductase convert reactant to product, and then compare in the presence of an inhibitor

Biotechnology & Microscopy

Gel Electrophoresis	Run gels and use DNA fingerprinting to search for genetic matches
Polymerase Chain Reaction	Explore how to successfully amplify DNA with a user-controlled thermal cycler
Virtual Microscopy	Control a virtual microscope with 4 objective levels and 36 microorganisms

Genetics & Natural Selection

Fruit Fly Genetics	Investigate the inheritance of eye color, body color, and wing shape traits
Human Karyotyping	Sort chromosomes into a karyogram to compare a healthy female and male sample with many different genetic disorders
Natural Selection	Act as a predator to explore natural selection in moths

Real-Tissue Cadavers & CT Scans

Case Library	Investigate 40+ CT scans of a variety of mammals, reptiles, birds, fish, and more
Virtual Dog and Cat	Dissect real-tissue cadavers for hands-on study of dog and cat anatomy

Chemistry Experiments

12 virtual experiments providing 3D visualization of atoms and molecules, plus teach reactions, and lab techniques

Atoms, Molecules & Elements

Atomic Orbitals	Build 14 different <i>s</i> , <i>p</i> , <i>d</i> and <i>f</i> orbitals by random sampling of an electron's probability to exist at a certain location
Molecule Visualizer	Interact with 3D molecules from a library of commonly discussed compounds in chemistry and biology
Periodic Table	3D interactive periodic table to learn categories of elements, orbital blocks, phases, and more

Chemical Reactions & Applications

Acid-Base Titration	Experiment with titrating 6 different acids that have a range of different strengths
Chemical Equilibrium	Control temperature and volume changes to shift equilibrium in a chemical reaction
Gold Plating	Explore electrochemistry by attempting gold plating with various solvents and on different metals
Lithium-Ion Battery	Visualize how a Li-ion battery functions in charging and discharging states
Reaction Kinetics	Explore reaction rate with the reaction of calcium carbonate with hydrochloric acid

Lab Techniques & Applications

Molecular Speed Distribution	Use an experimental apparatus to test how gas speed distributions change with temperature
Plant Pigment Chromatography	Separate a mixture of 4 plant pigments by controlling the mobile phase solvent used
Oil Refinery	Distill and separate various components of crude oil in an oil refinery
UV-Visible Spectroscopy	Explore the fundamentals of spectroscopy with a user-controlled spectrometer

Physics Experiments

12 virtual experiments to visualize and investigate fundamental physics concepts

Circuits & Charges

Electric Circuit	Construct and explore the behavior of circuits
Millikan Oil Drop	Determine the charge of an electron using an oil drop experimental apparatus

Motion & Collisions

Air Hockey	Play on an air hockey table to explore conservation of momentum in collisions
Mass and Spring	Experiment with damped oscillations of various masses and springs
Orbital Motion	Explore orbital motion of the Sun-Earth-Moon system and construct your own orbits
Pendulum	Experiment with simple harmonic motion of pendulums with various masses and string lengths
Projectile Motion	Launch cannonballs with control of launch angle and speed to attempt hitting target boxes

Properties of Light

Double-Slit Experiment	Investigate the wavelike properties of light by passing it through single and double-slits
Optics Table	Use 3 different sources of light and various glass optics to explore refraction and dispersion of light

Waves & Fields

Gravitational Acceleration	Compare gravitational acceleration on the Earth, Moon, Sun, and in vacuum tubes by dropping a bowling ball and feather
Magnetic Field	Visualize the magnetic fields created by bar magnets and how multiple fields interact
Ripple Tank	Generate waves in water to explore amplitude, frequency, and interference of waves

Software / Hardware

Science Table software is available for purchase and use on Anatomage Table Classic and Convertible devices. Devices sold separately.

To learn more visit anatomage.com/science-table

Anatomage® TABLE CONVERTIBLE

The Anatomage Table Convertible is the most technologically advanced 3D anatomy visualization and virtual dissection platform for medical education, clinical training, diagnostics, and patient care.



Content

Anatomage Bodies	3 male and 2 female life-size cadavers, all in an ultra-high resolution down to 0.2 mm
Regional Anatomy	40 regional scans up to 0.05 mm high resolution
Segmentation	Highly detailed segmentation of 2,950+ structures in male and female cadavers
Functional Anatomy	Pregnancy, Neural Pathways, Kinesiology, Ocular Application, Cardiology, Dental
Simulations	Childbirth, Ultrasound Viewer, Blood Flow, Vascular Grow, ECG, Heart Motion (including A-Fib, V-Fib, heart blocks), Catheterization, Arthroscopy, Endoscopic views
Histology	1,189 histology slides featuring tissue throughout the human body
Prosection	77 unique 3D scans from real human cadaver prosections
Case Library	1,611 case studies of normal anatomy, pathology, animals, plants and beyond
Real-Patient Scans	1,300+ real-patient CT/MRI scans featuring normal and abnormal anatomy
Animal Anatomy	Dog, Cat, Frog, and Mouse cadavers. 309 Animal CT/MRI scans including sea animals.
Botany	Plant examples include fern, cactus
Curriculum	1,031 easy-to-access, case-specific presets of anatomical structures available for supplementing curriculum

Clinical Applications

Diagnostic Tool	FDA 510(k) cleared medical device designed for 3D visualization of CT and MRI data (DICOM)
3D Volume Rendering	Render CT/MRI scans in 3D and visualize scans with Ultra High Quality volume rendering tools
Virtual Dissection	Virtual scalpel, Craniotomy, Measurement, Screenshot, and Pin Drop Tool
Radiology Workstation	Reference 2D slice data from CT/MRI and compare it to 3D rendering side-by-side. Capable of connecting to PACS to retrieve data.

Tools & Features

Dissection	3D cutting and surgical simulations. Meticulous dissection includes layer-by-layer exploration and point-to-point approach. Individual structures can be cut, removed, interacted with, and isolated.
Learning Tools	Visibility, Flat color, 3D color, 3D-2D slice color, 2D-slice color, Screenshot, Annotation, Exploration, Pin Drop, and Pen Tool
Lecture Supplement	Lecture tools available for recording Anatomage Table's activities for students to review after class
Learning Assistant	Instantly look up any anatomy structure's associated system, category, origin, insertion, blood supply, nerve innervation, actions, and functions
Assessments	Create anatomy quizzes through traditional lab practicals, group assessments or self study through flashcards, multiple choice tests, and anatomy structure tests
User Modes	Save and switch various table configurations for exams, open houses, activities, presentations, custom layouts, and more
Personalized Navigation	Arrange and customize the preferred settings and case studies
Resource Sharing	Upload or download lesson plans, quizzes, learning materials, vpf files or quizzes from your Anatomage Share account

Hardware

Table Size	84" life-sized screen
Display	High-definition monitors with intuitive multi-touch screen interface and tempered glass overlay
Integration	WiFi, Bluetooth, HDMI, USB, Ethernet ports. Connect to the internet, projectors, and external monitors.
Dimensions/Weight	Horizontal form: 84.8" x 35.6" x 33.5" (LxHxW) / Weight: 400lbs Vertical form: 54.7" x 84.8" x 33.5" (LxHxW) / Weight: 400lbs
Manufacturing	Patented hardware designed & made in the United States



Adjustable

■ ■ ■ ■ ■ ■ ■ ■
Table Convertible can be tilted into a vertical position and is ideal for classroom demonstrations.

Contact us:

To schedule a demo, visit [anatomage.com](https://www.anatomage.com)

Anatomage

Price Quotation

Anatomage Inc.
3350 Thomas Rd, Ste 150
Santa Clara, CA 95054
www.anatomage.com
info@anatomage.com
(408) 885-1474 Phone

Prepared By Nana Osei
Phone (312) 894-9255
Email nana.osei@anatomage.com

Created Date 9/1/2023
Expiration Date 10/27/2023
Quote Number 2023-12852

Contact Name Willie Spelts
Phone (218)290-1237
Email willie.spelts@rrps.org

Bill To Name Rock Ridge High School
Bill To 1403 Progress Pkwy,
Virginia, Minnesota 55792
United States

Ship To Name Rock Ridge High School
Ship To 1403 Progress Pkwy,
Virginia, Minnesota 55792
United States

Product	Line Item Description	Sales Price	Quantity	Total Price
Anatomage Table Convertible	Convertible: Full life size, 1:1 human size ratio. Can be stood and used vertically and horizontally	USD 79,500.00	1.00	USD 79,500.00
Crate - Convertible		USD 875.00	1.00	USD 875.00
Anatomage Table Convertible Hardcover		USD 275.00	1.00	USD 275.00
The Anatomage Conference 2024 Registration	Optional annual meeting of Anatomage users, held in San Hose, CA. Three days of professional development	USD 595.00	1.00	USD 595.00
Online Training	Included w/ Table Convertible	USD 0.00	1.00	USD 0.00
Table On Cloud (Warranty)	Table on Cloud that is included, free of charge, for all Tables under warranty. Will be valid for as long as the Table is under warranty.	USD 0.00	1.00	USD 0.00
1st Year Warranty, Software Upgrade, Tech Support	Protection for your Table in year 1. Worth \$9,360. Included Free w/ Table Convertible purchase	USD 0.00	1.00	USD 0.00
4 Year Extended Warranty, Software Upgrade, Tech Support	Optional: Protection for your Table in years 2, 3, 4 & 5. Regular Price \$37,440. Discount of \$15,600. Your price \$21,840 (full amount credited upon future trade-in)	USD 21,840.00	1.00	USD 21,840.00
Anatomage Science Software 1	Limited time offer - Includes 37 experiments. Additional 23 experiments to be released for \$10,000 more. Purchase before 10/31/23 and get the additional experiments free. Science Table with the complete suite of 60 experiments is \$20,000. You Pay	USD 10,000.00	1.00	USD 10,000.00

Country of Origin: United States

Place of Manufacture: San Jose, CA

Price does not include taxes and duties associated with importation of the product, which must be paid by Consignee

Quote is only valid in USD

Acceptance

Signature _____ Date _____

Anatomage

Price Quotation

Anatomage Inc.
3350 Thomas Rd, Ste 150
Santa Clara, CA 95054
www.anatomage.com
info@anatomage.com
(408) 885-1474 Phone

\$10,000.

Total Price	USD 113,085.00
Shipping and Handling	USD 2,550.00
Grand Total	USD 115,635.00

Country of Origin: United States

Place of Manufacture: San Jose, CA

Price does not include taxes and duties associated with importation of the product, which must be paid by Consignee

Quote is only valid in USD

Acceptance

Signature _____ Date _____

**Eveleth High School
3D Scanning Proposal**

**Prepared by:
John Saaristo, Owner
Fulcrum Visions LLC 6/8/2023**

Overview of 3D Capture Project

Project Description: 3D Virtual Tour Eveleth School

Introduction: Fulcrum Visions LLC

John Saaristo, the owner of Fulcrum Visions, is an IT Expert in many visual media disciplines and focuses on Historic Preservation, Video Conferencing, and multimedia equipment set up and experiences for customers. He has set up over 500 video conferencing systems including Virginia, Eveleth and many schools across the Iron Range with video infrastructure since 2005. During the COVID-19 Pandemic, John took the opportunity start Fulcrum Visions to focus on Video Services and 3D virtual tours provided by the Matterport suite of tools for historic preservation of building designs and locations.

Since embarking on his professional journey, John Saaristo of Fulcrum Visions has scanned over 5 million square feet of spaces since 2018 including the Miner's Arena before it was demolished in 2021. Fulcrum Visions also captured Eveleth Manual Arts Building, Virginia Roosevelt School and all athletic facilities for Virginia the link below to view Spaces captured by Fulcrum Visions.

Eveleth Manual Arts - <https://my.matterport.com/show/?m=vhfKfYi7MwJ>

Miner's Memorial Arena – <https://my.matterport.com/show/?m=rHZ3bVPD1pG>

Virginia Roosevelt School – <https://my.matterport.com/show/?m=yTv9GURB9Yz>
Athletics Only – <https://my.matterport.com/show/?m=zkG9SbPdyEY>

Gilbert Schools and gymnasiums

School - <https://my.matterport.com/show/?m=g9PimddnuTX>

Gymnasiums - <https://my.matterport.com/show/?m=FHQpLZvP1xa>

***The total square footage of the facility is relevant for Fulcrum Visions to determine how much time and total photos are necessary to adequately capture the spaces. Logistics will be coordinated with the School Staff to capture the building before it is demolished. The model will be used for Historical Preservation and 3D modeling. ***

Project Proposal:

Fulcrum Visions will manually operate a specialized camera and 3D scan software at the Eveleth schools to develop a virtual tour space to be seen by alumni and the public that connects to the now demolished Manual arts building in a virtual environment. The tour can also be adapted for developers and property management companies for Building Information Management. The purpose for this capture is primarily for historic capture of the building.

Project Requirements: Fulcrum Visions

- Fulcrum Visions will build virtual reality “spaces” for storage and viewing school property after they are torn down or repurposed. This will be an ongoing need to store and access the virtual spaces.
- Provide HTML embed code or links for Eveleth Schools and Rock Ridge to utilize on their web pages to easily access the virtual tour, provide analytics on tour traffic, and links for media files descriptions provided by Eveleth Schools.
- Quick Reference codes (QR) for each public space that can be added as digital signage for public users to easily access and marketing.
- Up to 10 guided walkthrough (views) will be created for the public spaces with input from Eveleth Schools on the path taken of highlights and areas to explore.
- Labels will also be added for easy navigation in the virtual space for classrooms and large spaces in the school like the historic gymnasiums.
- Exterior images are to be represented in the Virtual space and images to include:
 - School façade, athletic fields and tennis courts before the building is torn down to provide consistent imagery.
- Public space photos will be uploaded to Google Streetview directly and all pictures will be listed on the Google for Business pages for the school sites providing additional ways to access the 360 images.

Project Requirements: Eveleth Public Schools

- Fulcrum Visions will need clear team communication to establish photo shoot dates and special needs for each photo session with Eveleth School Staff.
Photo shoots will be coordinated so that the schools are properly staged, arranged and lighting is considered. Fulcrum will need unaccompanied access to the building at coordinated times.
- Additional Media Content from Eveleth Schools for public spaces for website and social media tools will be sent to Fulcrum Visions as soon as possible. (i.e. - Historic Pictures, video footage, etc)
 - Any changes will be applied within 72 hours of receipt from Eveleth School point of contact.
- Power and functional lighting are required or need to be accommodated for in all areas to be scanned.

Project Timeline

- Upon approval of proposed services, Fulcrum Visions will initiate the project, schedule times, and 3D scan all sites. Designated phases of capture to complete before the demolition in June through September 2023.
 - **Onsite 3D Photography**
 - Northstar Elementary
 - Eveleth Elementary Schools
 - Eveleth Secondary
 - Outside images of tennis courts and outdoor fields
 - **Assembly of 3D Virtual Tour**
 - Image cleanup and upload to cloud application
 - Create model navigation for virtual tour
 - Add Labels and tags to the model for detailed information
 - Create "views" of the building that highlight specific areas
 - **Management, Maintenance and Updates**
 - Add content and links for information about the buildings.
 - Create and Extract images from virtual tours.
 - Provide consultation for video production services.
(Production time is separate of this quote)
 - Coordinate with district or property management company for historic preservation of the 3D space(s) as object files.

*Updates to the model for data improvement or link additions to other spaces for sponsors or donors. General Public Viewers will not be able to make any changes to the model.

Total Project Cost (table below):

Photo capture process and indoor scanning for Gilbert School facilities:

- **Northstar Elementary - \$4,800**
- **Eveleth Elementary - \$6,400**
- **Eveleth Secondary - \$3,200**
- **Outdoor imaging - \$1,000**
- **Fulcrum Visions will Host 3 - Spaces Annually**
 - Spaces that are used repurposing of the spaces for zoning, design, building engineering or fundraising for the school.
- **Creation of up to 10 Walkthrough Views of the space**
 - Updated content for each building that can be produced into short marketing clips for rebranding of the school use case.
 -

Eveleth 3D Scanning Project Cost:

Description	Quantity/sq ft	Cost (Discount)	Extended Cost
Eveleth School Campus		.08 sq ft	
Northstar Elementary (2 Floors)	60,000		\$4,800
Eveleth Elementary (3 Floors)	80,000	Outdoor Fields	\$6,400
Eveleth Secondary (2 Floors)	40,000	Tennis courts	\$3,200
		Subtotal:	\$14,400
Setup and Annual Hosting of 3D Spaces	3	250	\$750
Outdoor LiDAR scanning for building	100,000	1000	\$1000
Download 2D High Resolution 4K pictures and 50 panoramic images (\$3,000 value)	150 pics	Included	
		Subtotal:	\$1,750
Travel Expense and Per diem for capture sessions	6	\$150 (.56)	\$900
		Total:	\$17,050

Payment Terms for Scanning (one time cost)

Fulcrum Visions requires 75% down to be invoiced at the start of the project, 25% at project handover to Eveleth Schools with links to the model to be shared publicly.

One Time Cost for entire school capture: \$17,050

Currently hosting Eveleth Manual Arts Virtual Space

Hosting Annual Contract of Virtual Spaces (Recurring Annual)

Three hosted spaces needed for the building will be a payment annually to Fulcrum Visions hosting space for models. This will allow the 3D space to be accessed publicly or privately for viewing and for potential development of the school buildings. The 3D software hosting is necessary for the model to function properly.

Upon agreement on these terms or variation, this document will be annotated and signed by duly authorized agents for each organization.

Eveleth (Rock Ridge) Public Schools - Authorized Signature

Name: _____

Title: _____

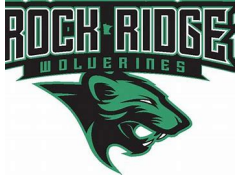
Date: _____

Fulcrum Visions (Owner, John Saaristo)

Name: _____

Title: _____

Date: _____



MEMORANDUM OF UNDERSTANDING
 Between
Rock Ridge School District ISD 2909
 &
Arrowhead Head Start (AEOA)



This Memorandum of Understanding (MOU) is for the purpose of coordinating mutually beneficial activities of the parties involved to provide better services for children and families served. Services to be provided from **July 1, 2023** through **June 30, 2024**.

HEAD START WILL:

ROCK RIDGE SCHOOL DISTRICT WILL:

I. Educational Activities, Curricular Objectives, Instruction

Provide teachers meeting Head Start requirements in the Head Start classrooms.	
Provide teacher assistants meeting Head Start requirements.	
Provide classroom assistants meeting the Head Start requirements.	Provide ECSE Para’s and special education services as required as listed on a child’s IEP.
Provide a Head Start Program Manager to ensure Head Start Program Performance Standards and licensing requirements are met.	
Provide supervision of Head Start staff.	Provide supervision of school district staff.
Implement the Head Start Program Performance Standards, Minnesota Department of Human Services Rule 3 Child Care Center licensing requirements.	Support the implementation of the Head Start Program Performance Standards, Rule 3 Child Care Center licensing requirements, and the <i>HighScope</i> Curriculum.
Implement the <i>HighScope</i> Curriculum with fidelity. The <i>HighScope</i> curriculum is a researched-based curriculum that aligns with the <i>Head Start Outcomes Framework</i> and the <i>Minnesota Early Learning Framework</i> .	Implement the High Scope curriculum in the School Readiness classrooms.
Implement Conscious Discipline in the classrooms. Head Start may implement other social/emotional curriculums/models in the classroom as well.	Implement the Pyramid Model in the classrooms.
Complete the <i>COR Advantage (Child Observation Record)</i> for children enrolled in Head Start and will report on children’s progress 3 times a year. The <i>COR Advantage</i> is a researched-based assessment that aligns with the <i>HighScope</i> curriculum and the Minnesota Department of Education’s <i>Kindergarten Entry Profile (KEP)</i> .	Complete the <i>COR Advantage (Child Observation Record)</i> for children enrolled in School Readiness. The <i>COR Advantage</i> is a researched-based assessment that aligns with the <i>HighScope</i> curriculum and the Minnesota Department of Education’s <i>Kindergarten Entry Profile (KEP)</i> .

Provide preschool services for children ages 3 and 4 by September 1 st . Two (2) of the Head Start classrooms will operate for 1020 hours per year operating 7 hours per day, 5 days per week. The other classroom will operate two (2) half day programs at 3-1/2 to 4 hours per day, one in the morning and one in the afternoon, four (4) days per week.	Assist with calendar coordination including hours and days of operation to meet program requirements.
With the closure of the Nelle Shean Elementary School in Gilbert, Head Start enrolled children from Eveleth and Gilbert will attend Head Start at the Parkview Learning Center. Head Start will look for more permanent classroom space for the 2024-2025 school year for the children from Eveleth-Gilbert.	
Classes will be in-person this year. However, we may move to virtual (distance) learning should there be any closures due illness, weather related, building related issues, etc.	
Provide developmentally appropriate equipment and supplies to meet curriculum and licensing requirements.	
Provide the office at the Parkview Learning Center with a roster of the Head Start children.	
Provide daily attendance for Head Start enrolled children through <i>ChildPlus</i> . Will provided ISD 2909 with daily Head Start attendance.	
Teacher to provide 2 home visits per family enrolled in Head Start and 2 conferences for all children/families enrolled in Head Start.	
Classroom staff to complete the monthly nutrition activities and daily tooth brushing.	
Provide mental health service providing classroom observations and reporting. Mental health visits will be done in the classroom and may also be done virtually.	Permit mental health services to complete classroom observations and reporting.
Establish on-going communications for developing continuity of developmentally appropriate curricular objectives and for shared expectations for children’s health, learning and development as children transition to school.	Establish on-going communications for developing continuity of developmentally appropriate curricular objectives and for shared expectations for children’s health, learning and development as children transition to school.

II. Public Information Dissemination and Access

Generate support and resources within the local community to enhance school readiness.	Generate support and resources within the local community to enhance school readiness.
Establish on-going channels of communication between early learning program staff to facilitate coordination of programs.	Establish on-going channels of communication between early learning program staff to facilitate coordination of programs.
Invite sharing opportunities for representation on boards/advisory committees of collaborating partners including but not limited to: Head Start Health Advisory Committee; Head Start Policy Council; ECFE Advisory Committee; Early Childhood Coalition, etc.	Invite sharing opportunities for representation on boards/advisory committees of collaborating partners including but not limited to: Head Start Health Advisory Committee; Head Start Policy Council; ECFE Advisory Committee; Early Childhood Coalition, etc.

III. Selection Priorities

Enroll up to 80 children 3 – 4 years old meeting Head Start guidelines in the Head Start classrooms.	
Class size not to exceed 20 children in each classroom.	
Will work with the school district on recruiting and enrollments for Head Start and School Readiness.	Will work with Head Start on recruiting and enrollments for School Readiness and Head Start.
Develop and implement a system to increase participation of underserved populations of children. Share information with families regarding early learning opportunities in the community.	Develop and implement a system to increase participation of underserved populations of children. Share information with families regarding early learning opportunities in the community.

IV. Service Area

Serves families in Cook, Lake and St. Louis Counties (excluding the City of Duluth).	Serves children in the Rock Ridge School District ISD 2909.
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V. Professional Development

Provide training, technical assistance and support for classroom staff on the <i>HighScope</i> curriculum, <i>COR Advantage</i> assessment, CLASS and other curriculums and activities provided by Head Start.	Invite Head Start to area wide professional development as appropriate.
Provide guidance, training, and support ISD 2909 with the district’s implementation of the <i>HighScope</i> curriculum and <i>COR Advantage</i> assessment.	

Work cooperatively to provide shared training, as appropriate, based on each program’s training requirements and needs.	Work cooperatively to provide shared training, as appropriate, based on each program’s training requirements and needs.
Provide a general Head Start orientation.	Orient Head Start staff to district policies and procedures.

VI. Program Technical Assistance

Provide technical assistance on curriculum and assessment.	
Provide technical assistance on Head Start and licensing requirements.	
Provide technical assistance with the <i>ChildPlus</i> data base.	
Provide school readiness reports up to 3 times a year as requested.	Request school readiness reports from Head Start.
Share information to link special services to serve the needs of children including more efficiently, but not limited to health, nutrition, curriculum, child assessment, literacy, numeracy, and language.	Share information to link special services to serve the needs of children including more efficiently, but not limited to health, nutrition, curriculum, child assessment, literacy, numeracy, and language.

VII. Parent Services

Conduct Parent Committee Meetings as required by the Head Start Program Performance Standards. Parent Committee Meetings may be held in-person and/or virtually.	Provide meeting space for Parent Committee Meetings if available.
Complete Family Partnership Agreements (FPAs) for all Head Start enrolled families by a Head Start Family Support Specialist.	
Provide parent engagement activities for all families enrolled in Head Start.	Coordinate with Head Start for parent activities and events planned through the school district.
Head Start encourages parents to volunteer in the Head Start classroom.	Support parent volunteers in the Head Start classroom.
Provide supports to Head Start parents in helping them meet their goals and any needs on their journey towards self-sufficiency, including referring families to outside services.	
Help parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child’s academic success.	Support Head Start parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child’s academic success.

Help parents understand the instructional supports and other services provided by the school in which the child will enroll.	Help parents understand the instructional supports and other services provided by the school in which the child will enroll.
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VIII. Kindergarten Transitions

Coordinate with ISD 2909 a seamless procedure for transferring Head Start records to ISD 2909 for children enrolling into Kindergarten with the school district.	Coordinate with Head Start a seamless procedure for transferring Head Start records from Head Start for those children entering Kindergarten.
Conduct transition meetings with ISD 2909 in the spring for children entering Kindergarten in the fall.	Support and attend transition meetings with Head Start.
Obtain written parent permission to transfer records of Head Start children enrolled in <i>Head Start</i> if the child is enrolled in another school district for Kindergarten.	
Obtain a release of information from ISD 2909 after the child is terminated from Head Start for 30 days or more to provide additional information or discussions on the child. The release of information must be signed by the child’s parent(s)/guardian(s).	Obtain a signed release of information from a Head Start family 30 days or more after the child has been terminated from Head Start. A copy of the signed release of information will be provided to the Head Start program.
Acknowledge confidentiality requirements that each agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families.	Acknowledge confidentiality requirements that each agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families.
Provide transition activities in the classroom to prepare children and families to transition to Kindergarten.	Support transition activities in the classroom to help children and families prepare for Kindergarten.
Provide parents with information in the spring about their child’s transition to Kindergarten.	
Inform parents of dates/times for Kindergarten Round-up/Orientation.	Inform Head Start about Kindergarten Round-up/Orientation dates/times.

IX. Facilities, Transportation, Other Program Elements

FOOD SERVICE

Provide breakfast and lunch to Head Start children during program operation through lunch services provided through ISD 2909 under a contract to be renewed annually. All breakfasts and lunches will meet the Child & Adult Care Food Program (CACFP) guidelines.	Provide breakfast and lunch services to Head Start that meet CACFP guidelines.
Head Start will provide meal reimbursement to ISD 2909 upon receipt of monthly invoice for meals provided to Head Start children at rates established in separate agreement.	ISD 2909 will invoice Head Start monthly for meals served to Head Start children at rates established in a separate agreement.
Afternoon snacks will be provided by Head Start to meet CACFP guidelines. Afternoon snacks is a Minnesota Department of Human Services licensing requirement.	
Approve menus by a Registered Dietician or Certified Dietitian.	Prepare agreed upon menus including substitutions to meet CACFP guidelines or specific dietary needs of a child.
Children will have breakfast and lunch in the cafeteria as per the school district request. Snacks will be provided to children in the classrooms and done family style.	
Staff to complete CACFP and Civil rights training.	

FACILITIES

Head Start classrooms will be located at the Parkview Learning Center in Virginia, Minnesota. Head Start will utilize the 3 classrooms to operate 4 classes of Head Start children.	Three (3) Classrooms will be provided by ISD 2909 at the Parkview Learning Center in Virginia to Head Start.
Request in-kind contribution from ISD 2909 for space costs. Space costs will be determined by a certified appraiser.	Provide in-kind contribution to Head Start for space costs.
Maintain annual licensing through the Minnesota Department of Human Services and costs associated.	
Provide a fire extinguisher for the classrooms (licensing requirement).	
Head Start will request lead and water test results when needed for compliance with the Head Start Program Performance Standards (HSPPS).	ISD 2909 will provide Head Start with the most recent lead and water test results upon request.
	Provide custodial and maintenance services.

TRANSPORTATION

Head Start will provide daily transportation to Head Start children in partnership with	
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Arrowhead Transit. Allowable vehicles meeting Head Start requirements will be used including child restraints and a bus monitor.	
Pick-up and drop-off points will be at the Parkview Learning Center.	
	ISD 2909 will provide transportation to Head Start children if written in the child's IEP.

X. Other

Head Start personnel will complete a childcare background check prior to hire through the Minnesota Department of Human Services that meets Head Start and Minnesota Child Care Center Licensing requirements. Documentation will be kept on file with Head Start.	ISD 2909 will complete background checks on school district staff. Documentation will be kept on file with ISD 2909. The school district will allow any Federal Head Start, State Head Start or DHS Licensing monitors to review background study information for any ISD 2909 staff working with children enrolled in Head Start if so requested.
Head Start personnel files will contain documentation of staff qualifications and trainings. This information will be made available to Federal, State and Licensing monitors upon request.	ISD 2909 personnel files will contain documentation of staff qualifications and trainings. This information will be made available to any Federal, State or Licensing monitors upon request for any ISD 2909 staff working with Head Start children.
Maintain adequate comprehensive insurance coverage for staff, children and classroom contents.	Maintain adequate comprehensive insurance coverage.
Discrimination in staffing and programming is prohibited. Head Start will not discriminate against any person employed in the performance in this contract, or against any applicant for employment because of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition. No person shall on the grounds of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition will be denied benefits of or subject to discrimination in the performance in this contract.	Discrimination in staffing and programming is prohibited. ISD 2909 will not discriminate against any person employed in the performance in this contract, or against any applicant for employment because of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition. No person shall on the grounds of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition will be denied benefits of or subject to discrimination in the performance in this contract.

This agreement becomes effective on June 30, 2023, with signature of all parties involved. By signing this agreement, each agency agrees to its terms. This agreement will be reviewed and updated annually.

Date

Dr. Noel Schmidt, Superintendent, ISD 2909

Date

Shanon Kush-Jeffery, Director EC Education, ISD 2909

Date

Scott Zahorik, AEOA Executive Director

Date

Gabriel Johnson, Head Start Director



Independent School District #361

1515 - 11th Street International Falls, MN 56649-2501

www.isd361.k12.mn.us

BOARD OF EDUCATION Roxanne Skogstad-Ditsch, Chairperson • JoAnn Smith, Vice-Chairperson
Bruce Raboin, Treasurer • Toni Korpi, Clerk • Jessica Crosby, Director • Dale Johnson, Director • Tina Sather, Director

To: Noel Schmidt

From: Kevin Grover

Re: Ojibwe Instructor

Date: 9-13-2023

This letter is a formal agreement between Rock Ridge Public Schools and International Falls Public Schools in which the services of Tom Vollom (Ojibwe instructor) are being rendered for fall semester. Mr. Vollom will be contracted for 1st hour to Rock Ridge Public Schools from September 18th through January 19th for a total of 78 school days for a salary of \$5470, \$418.46 FICA, \$478.63 TRA, \$20 work comp, \$6 life insurance, \$185 HCSP, and \$67 dental contribution for a grand total of \$6646. ISD 361 will increase Mr. Vollom to accommodate the request for fall semester and bill Rock Ridge in January, 2024 for the services.

_____	_____	_____	_____
Rock Ridge Board Chair	Date	Intl Falls Board Chair	Date
_____	_____	_____	_____
Rock Ridge Superintendent	Date	Intl Falls Superintendent	Date
_____	_____		
Tom Vollom	Date		

Kevin Grover, Superintendent	1515 - 11 th Street	V (218) 283-2571 x1112	F (218) 283-8104	kgrover@isd361.org
Timothy Everson, FHS Principal	1515 - 11 th Street	V (218) 283-2571 x1104	F (218) 283-2384	teverson@isd361.org
Don Rolando, FHS Dean of Students	1515 - 11 th Street	V (218) 283-2571 x1126	F (218) 283-2384	drolando@isd361.org
Melissa Tate, FES Principal	1414 - 15 th Avenue	V (218) 283-2571 x1232	F (218) 283-3133	mtate@isd361.org
Timm Ringhofer, Activities Director	1515 - 11 th Street	V (218) 283-2571 x1138	F (218) 283-2384	tringhofer@isd361.org



Proposed Resolution Submission Form

Full name Click or tap here to enter text.

Title/Position Choose an item.

Phone number Click or tap here to enter text.

Email address Click or tap here to enter text.

Full name of School District and District Number Click or tap here to enter text.

- This resolution is submitted by an individual school board member.
- This resolution is submitted pending the support of the School Board.
- This resolution is submitted with the support of the School Board.

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the Legislature to take):

Click or tap here to enter text.

DESCRIBE THE PROBLEM:

Click or tap here to enter text.

EXPLAIN WHY THIS IS A PROBLEM:

Click or tap here to enter text.

PROVIDE SUPPORTING DOCUMENTATION:

Click or tap here to enter text.

For MSBA Staff Use Only:

Date Received: Click or tap to enter a date.

File Name: Click or tap here to enter text.

Recommendation: Choose an item.

Present Policies: Click or tap here to enter text.

ROCK RIDGE PUBLIC SCHOOLS
 2023 Pay 2024 Analysis & Comparison
 Based on levy run date of 9/21/2023

	2022 PAY 2023			2023 PAY 2024			CHANGE		
	State Aid	Local Levy	Total	State Aid	Local Levy	Total	State Aid	Local Levy	Total
LEVY CATEGORIES WHERE REVENUE IS SPLIT BETWEEN STATE AID AND LOCAL LEVY									
Operating Referendum	\$738,849	\$1,570,910	\$2,309,759	\$677,732	\$1,456,370	\$2,134,102	(\$61,117)	(\$114,540)	(\$175,657)
Equity	\$76,581	\$328,657	\$405,237	\$36,443	\$328,732	\$365,175	(\$40,138)	\$75	(\$40,062)
Transition	\$1,092	\$4,665	\$5,757	\$517	\$4,644	\$5,161	(\$575)	(\$21)	(\$596)
Career Technical Education	\$41,309	\$86,434	\$127,743	\$30,222	\$70,029	\$100,251	(\$11,087)	(\$16,405)	(\$27,492)
Operating Capital	\$446,826	\$145,477	\$592,303	\$439,485	\$167,892	\$607,377	(\$7,341)	\$22,416	\$15,074
Long-Term Facilities Maint.	\$574,359	\$373,086	\$947,445	\$579,924	\$345,797	\$925,721	\$5,565	(\$27,290)	(\$21,725)
Debt Service	\$5,491,397	\$1,638,943	\$7,130,340	\$5,266,772	\$2,267,651	\$7,534,423	(\$224,625)	\$628,708	\$404,083
Community Education	\$9,051	\$133,970	\$143,021	\$99,254	\$61,256	\$160,510	\$90,203	(\$72,714)	\$17,489
ECFE & Home Visiting	\$88,695	\$35,189	\$123,885	\$74,821	\$32,570	\$107,391	(\$13,874)	(\$2,620)	(\$16,494)
	\$7,468,159	\$4,317,331	\$11,785,490	\$7,205,170	\$4,734,941	\$11,940,111	(\$262,989)	\$417,610	\$154,620
LEVY CATEGORIES WHERE REVENUE IS JUST FROM LOCAL LEVY									
Reemployment Insurance	\$0	(\$65,000)	(\$65,000)		\$116,068		\$0	\$181,068	\$181,068
Safe Schools	\$0	\$88,131	\$88,131		\$90,605		\$0	\$2,475	\$2,475
Building / Land Lease	\$0	\$61,902	\$61,902		(\$153,714)		\$0	(\$215,616)	(\$215,616)
Health Benefits	\$0	\$15,549	\$15,549		\$4,725		\$0	(\$10,824)	(\$10,824)
OP&B Bond Levy	\$0	\$817,237	\$817,237		\$816,403		\$0	(\$834)	(\$834)
Judgement Levy	\$0	\$0	\$0		\$0		\$0	\$0	\$0
Miscellaneous	\$0	\$2,239	\$2,239		\$1,465		\$0	(\$773)	(\$773)
	\$0	\$920,057	\$920,057	\$0	\$875,553	\$0	\$0	(\$44,504)	(\$44,504)
TACONITE ADJUSTMENTS									
	\$0	(\$1,156,753)	(\$1,156,753)		(\$1,079,148)		\$0	\$77,605	\$77,605
	\$0	(\$1,156,753)	(\$1,156,753)	\$0	(\$1,079,148)	\$0	\$0	\$77,605	\$77,605
Total	\$7,468,159	\$4,080,635	\$11,548,794	\$7,205,170	\$4,531,346	\$11,940,111	(\$262,989)	\$450,711	\$187,722
							-3.5%	11.0%	1.6%

LEVY LIMITATION AND
 CERTIFICATION REPORT OUTLINE
 PROPERTY VALUATION DATA
 PUPIL DATA
 RESIDENT AVERAGE DAILY
 RESIDENT PUPIL UNITS

I. GENERAL INPUT DATA
 A. PROPERTY VALUATION
 B. PUPIL DATA
 II. INITIAL COMPUTATIONS BY FUND
 A. GENERAL
 B. COMMUNITY SERVICE
 C. GENERAL DEBT
 D. OPEB/PENSION DEBT
 III. ADJUSTMENTS BY FUND
 A. GENERAL
 B. COMMUNITY SERVICE
 C. GENERAL DEBT
 D. OPEB/PENSION DEBT
 IV. ABATEMENT ADJUSTMENTS
 V. OFFSET ADJUSTMENTS
 VI. TRACONITE ADJUSTMENTS
 VII. LEVY AND AID SUMMARY
 VIII. TOTAL LEVY LIMITATION

GENERAL INPUT DATA	PAGE	MARKET VALUE**	PROPERTY VALUATION DATA***	PUPIL DATA***	RESIDENT COUNTS ARE BASED ON ALL PUBLIC SCHOOL STUDENTS LIVING IN THE DISTRICT, REGARDLESS OF WHETHER THEY ATTEND THERE. ADJUSTED COUNTS REFLECT ALTERNATIVE ATTENDANCE.	RESIDENT AVERAGE DAILY**	RESIDENT PUPIL UNITS**
1 2018 MARKET VALUE	1	931,588,552		2020-21 RES ADM (ACT)	2,456.36		
2 2019 MARKET VALUE	2	957,930,621		2021-22 RES ADM (ACT)	2,428.60		
3 2020 MARKET VALUE	3	961,875,187		2022-23 RES ADM (PRE)	2,440.62		
4 2021 MARKET VALUE	4	1,019,115,840		2023-24 RES ADM (EST)	2,355.80		
5 2022 MARKET VALUE	5	1,171,487,997		2024-25 RES ADM (EST)	2,298.80		
REFERENDUM MARKET VALUE (RMV)							
6 2018 RMV	6	965,665,224		2020-21 RES ADM (ACT)	2,456.36		
7 2019 RMV	7	994,094,884		2021-22 RES ADM (ACT)	2,428.60		
8 2020 RMV	8	996,064,682		2022-23 RES ADM (PRE)	2,440.62		
9 2021 RMV	9	1,045,964,595		2023-24 RES ADM (EST)	2,355.80		
10 2022 RMV	10	1,169,728,277		2024-25 RES ADM (EST)	2,236.80		
NET TAX CAPACITY (NTC)							
11 2018 NTC	11	12,310,261		2020-21 RES PU (ACT)	2,697.33		
12 2019 NTC	12	12,481,690		2021-22 RES PU (ACT)	2,661.78		
13 2020 NTC	13	12,278,545		2022-23 RES PU (PRE)	2,678.67		
14 2021 NTC	14	13,214,454		2023-24 RES PU (EST)	2,586.40		
15 2022 NTC	15	14,361,137		2024-25 RES PU (EST)	2,520.40		
SALES RATIO							
16 2018 SALES RATIO	16	190.3%		2020-21 ADJ ADM (ACT)	2,528.86		
17 2019 SALES RATIO	17	96.3%		2021-22 ADJ ADM (ACT)	2,456.32		
18 2020 SALES RATIO	18	92.7%		2022-23 ADJ ADM (PRE)	2,385.00		
19 2021 SALES RATIO	19	92.7%		2023-24 ADJ ADM (EST)	2,030.80		
20 2022 SALES RATIO	20	87.9%		2024-25 ADJ ADM (EST)	2,334.80		
UNLIMITED ADJUSTED NTC (UANTC)							
21 2018 UANTC=(11)/(16)=	21	12,945,379		2020-21 ADJ PU (ACT)	2,771.39		
22 2019 UANTC=(12)/(17)=	22	12,941,643		2021-22 ADJ PU (ACT)	2,684.82		
23 2020 UANTC=(13)/(18)=	23	13,250,668		2022-23 ADJ PU (PRE)	2,615.04		
24 2021 UANTC=(14)/(19)=	24	14,252,096		2023-24 ADJ PU (EST)	2,252.40		
25 2022 UANTC=(15)/(20)=	25	16,335,054		2024-25 ADJ PU (EST)	2,556.40		
ADJUSTED NTC (ANTC)							
26 2018 ANTC	26	12,945,379		2020-21 ADJ VPK ADM	44.61		
27 2019 ANTC	27	12,941,643		2021-22 ADJ VPK ADM	44.60		
28 2020 ANTC	28	13,250,668		2022-23 ADJ VPK ADM	44.62		
29 2021 ANTC	29	14,252,096		2023-24 ADJ VPK ADM	46.80		
30 2022 ANTC	30	16,335,054		2024-25 ADJ VPK ADM	46.80		
AG MODIFIED ANTC FOR LTPM							
31 2018 AG MODIFIED ANTC	31	12,904,083		2020-21 ADJ VPK PU	44.61		
32 2019 AG MODIFIED ANTC	32	12,904,083		2021-22 ADJ VPK PU	44.60		
33 2020 AG MODIFIED ANTC	33	13,209,406		2022-23 ADJ VPK PU	44.62		
34 2021 AG MODIFIED ANTC	34	14,215,129		2023-24 ADJ VPK PU	46.80		
35 2022 AG MODIFIED ANTC	35	16,277,264		2024-25 ADJ VPK PU	46.80		

NOTE: ABOVE NUMBERS ARE NOT ALWAYS COMPARABLE FROM YEAR TO YEAR.
 WEIGHTS FOR FY 2015 & LATER
 PRE-KGN HCP: 1.000
 HCP-KGN: 1.000
 REG-KGN PART: 0.550
 REG-KGN ALL: 1.000
 GRADES 1-3: 1.000
 GRADES 4-6: 1.000
 GRADES 7-12: 1.200

PUPIL DATA CONT.

SCHOOL READINESS PIUS ADJUST ADM

68 2020-21 ADJ SRP ADM
 69 2021-22 ADJ SRP ADM
 70 2022-23 ADJ SRP ADM
 71 2023-24 ADJ SRP ADM
 72 2024-25 ADJ SRP ADM

102 DECLINING PUPIL UNITS
= GREATER OF ZERO OR
= (56)-(57)

115 COMPENSATORY PILOT
116 TOTAL COMPENSATORY REV
= (114)+(115) = 1,442,082.40

SCHOOL READINESS PIUS PUPIL UNITS

73 2020-21 ADJ SRP PU
 74 2021-22 ADJ SRP PU
 75 2022-23 ADJ SRP PU
 76 2023-24 ADJ SRP PU
 77 2024-25 ADJ SRP PU

103 DECLINING ENROLL ALLOW
= (100)X0.28=
2,038.68

117 2024-25 ELIGIBLE
EL ADM (EST)
(7 YEAR LIMIT)

**SCHOOL READINESS PIUS PUPIL UNITS*
 NOTE: VPK & SRP ADM AND PUPIL
 UNITS INCLUDED IN LINES (36-41),
 (42-46), (47-52), AND (53-57)

104 DECLINING ENROLL REV
= (102)X(103) =

118 IF(117)=0, ZERO; ELSE
GTR OF 20, (117) =

EXTENDED TIME ADM
ADM >1.0 CAPPED AT 0.2

78 2020-21 EXT ADM (ACT)
 79 2021-22 EXT ADM (ACT)
 80 2022-23 EXT ADM (PREL)
 81 2023-24 EXT ADM (EST)
 82 2024-25 EXT ADM (EST)
 83 2025-26 EXT ADM (EST)

105 PENSION ADJUST ALLOWANCE
(FY 2024 GEN ED REV
REPORT, LINE 50)

119 EL REVENUE
= (118)X\$1,228 =

EXTENDED TIME PU

84 2020-21 EXT TIME PU
 85 2021-22 EXT TIME PU
 86 2022-23 EXT TIME PU
 87 2023-24 EXT TIME PU
 88 2024-25 EXT TIME PU

106 INITIAL PENSION ADJ REV
= (57)X(105) =

120 2024-25 ADM SRV (EST)
RATIO = (117)/(120) =

GENERAL EDUCATION REVENUE

100 FY 2025 FORMULA ALLOW
 57 2024-25 ADJ PU (EST)

107 FY 2024 RETIRE SALARY 13,357,670.27

121 EL CONCENTRATION
RATIO = (117)/(120) =

BASIC REVENUE

101 BASIC REVENUE
 = (57)X(100) = 18,613,148.40

108 PENSION ADJUST RATE .0125

122 EL CONCENTRATION
FACTOR = LSR OF 1 OR
(121)/0.115 =

DECLINING ENROLLMENT REV

56 2023-24 ADJ PU (EST)
 57 2024-25 ADJ PU (EST)

109 RETIRE PENSION ADJUST
= (107)X(108) = 166,970.87

123 EL PUPIL UNITS
= (117)X(122) =

COMPENSATORY REVENUE

114 EST FY 2025 COMPENSATORY
 REVENUE = GREATER OF (113) OR
 = (113)X(\$7,281-\$839)/(\$7,138-\$839)
 X [(50)/(49)] = 1,442,082.40

110 TOTAL PENSION ADJ REV
= (106)+(109) = 166,970.87

124 EL CONCENTRATION REV
= (123)X\$436 =

GIFTED & TALENTED REVENUE

111 GIFTED & TALENTED REV
 = (57)X\$13.00 = 33,233.20

112 2024-25 EXT PU (EST)
EXTENDED TIME REVENUE
= (88)X\$5,117 =

125 DISTRICT EL REV+
EL CONCENTRATION REV
(EXCLUDES EL CROSS REDUC AID, 342)
= (120)+(124) =

EXTENDED TIME REVENUE

112 2024-25 EXT PU (EST)
 EXTENDED TIME REVENUE
 = (88)X\$5,117 =

113 FY 2024 COMPENSATORY
REVENUE (FROM FY 2024
GEN ED REV REPORT,
LINES 60 AND 61) 1,656,007.10

126 BASIC SKILLS REVENUE
= (116)+(125) = 1,442,082.40

SPARSITY REVENUE

127 ATTENDANCE AREA
 FOR SPARSITY 296.22
 128 DIST TO NEAREST HS 7.9
 129 ISOLATION INDEX
 = [SQ RT (.55X(127))] +
 (128) = 20.7

129 ISOLATION INDEX
= [SQ RT (.55X(127))] +
(128) = 20.7

130 ISOLATION INDEX RATIO
= [(129)-231/10, WITH
MIN= 0 AND MAX= 1.5

2024-25 ADM SRV, 7-12

131 2024-25 ADM SRV, 7-12 1,108.00

132	SECONDARY SPARSITY ADM RATIO = GREATER OF ZERO OR [400-(131)] /[400+(131)] =	146	PRELIMINARY TOTAL TRANSPORT ALLOWANCE = [(144) RAISED TO 0.26 POWER] X [(145) RAISED TO 0.13 POWER] X 0.141X(100) =	159	TRANSP EXCESS COST = GTR OF ZERO OR (152)-(158) =
133	SECONDARY SPARSITY REVENUE = [(100)-\$530] X(130)X(131)X(132) OR MEMO:	147	TRANSPORTATION SPARSITY ALLOWANCE = GTR OF ZERO OR (146) - [.0466X(100)] =	160	PUPIL TRANSP ADJ IF (159)=0, THEN (160)=0 ELSE (159)X0.35 =
134	ELEM SPARSITY REVENUE (SEE WEBSITE)	148	INITIAL TRANSPORTATION SPARSITY REVENUE (57)X(147) =	161	TOTAL TRANSPORTATION SPARSITY REVENUE = (148)+(160) =
135	PRELIM SPARSITY REVENUE = (133)+(134) =	149	FY 2024 EST REG AND EXCESS TRANSP COST (FIN 720+DEP) (FROM FEB23 FORECAST) 878,368.12	162	INITIAL GENERAL ED REV = (101)+(104)+(110) + (111)+(112)+(126) + (138)+(141)+(161) =
136	FY 2024 SPARSITY REV (FY 2024 GEN ED REV REPORT, LINE 98)	150	FY 2023 EST REG AND EXCESS TRANSP COST (FIN 720+DEP) (FROM FEB23 FORECAST)	163	AVE BUILDING AGE (EST) (NOT > 50 YEARS)
137	ELIGIBLE FOR CLOSED BUILDING ADJUSTMENT?	151	FY 2023 REG AND EXCESS TRANSP COST TIMES 105% = (150)X1.05 =	164	MAINTENANCE COST INDEX = 1+ [.01X(163)] =
138	SPARSITY REVENUE IF (137)=YES, (138) = GTR OF (135) OR (136); ELSE (138) = (135)	152	ADJUSTED TRANSP COST = ISR OF (149) OR (151) =	165	OPERATING CAPITAL ALLOWANCE = \$79 + [\$109X(164)] =
57	2024-25 ADJ PU (EST)	153	FY 2024 BASIC REVENUE (2023-24 GEN ED REV REPORT LINE 46)	166	MONTHUAL PRODUCTS/OPIATE ANTAGONISTS ALLOWANCE =\$2=
139	SMALL SCHOOLS RATIO = GTR OF ZERO OR [960-(57)]/960 =	154	TRANSPORTATION PORTION OF FY 2024 BASIC REVENUE = (153)X.0466 =	167	YEAR ROUND PU SERVED
140	SMALL SCHOOLS ALLOWANCE = (139)X\$544 =	155	FY 2024 TRANSP SPARSITY REV/(2023-24 GEN ED REV REPORT, LINE 118)	168	OPERATING CAP REVENUE = (57)X(165) + (57)X(166) + (167)X\$31 =
141	SMALL SCHOOLS REVENUE = (57)X(140) =	156	FY 2024 CHARTER TRANSP ADJ REV/(2023-24 GEN ED REV REPORT, LINE 308)	169	UNEQUALIZED REVENUE = (57)X(166) =
142	ATTENDANCE AREA	157	REIMBURSEMENT OF TRANSP FOR PREGNANT AND PARENTING TEENS		
143	SQUARE MILES PER RES PU = (142)/(46) =	158	FY 2024 TRANSP REV SUBTOTAL = (154)+(155) + (156)-(157) =		
144	SPARSITY INDEX = GTR OF (143) OR 0.2 =				
145	DENSITY INDEX = LSR OF (143) OR 0.2 BUT AT LEAST 0.005 =				

SPARSITY REVENUE CONT.

TRANSPORTATION SPARSITY CONT.

TRANSPORTATION SPARSITY CONT.

OPERATING CAPITAL

170	MAXIMUM LOCAL OPTIONAL ALLOWANCE	724	183	FY 2024 AUTHORITY WITH INFLATION (FY 2024 GEN ED REV REPORT, LINE 151)	195	FY 2025 AUTHORITY CANCELLED BY ELECTIONS HELD IN CY 2023	
171	FY 2025 ACTUAL LOCAL OPTIONAL ALLOWANCE	724.00	184	AUTHORITIES WITH INFLATION RENEWED BY BOARD ACTION DO NOT PHASE OUT	196	FY 2025 \$/APU ADDED BY ELECTIONS HELD IN CY 2023	
57	2024-25 ADJ PU (EST)	2,556.40	185	PHASEOUT OF LINE (183)	197	FY 2025 \$/APU UNCAPPED TOTAL, ALL AUTHORITIES = (192)-(193)+(194) -(195)+(196) =	189.67
172	LOCAL OPTIONAL REVENUE = (171)X(57) =	1,850,833.60	186	FY 2025 RESULT BEFORE INFLATION ADJUSTMENT = (183)-(184) =	198	**REFERENDUM CAPS** INFLATION FACTOR AS SET IN STATUTE	1.2036
173	TIER 1 LOR CAP/APU	300	187	FY 2025 ANNUAL INFLATION FACTOR	199	STANDARD CAP = [2079.50X(198) - \$300 =	2,202.89
174	TIER 2 LOR CAP/APU	724	188	FY 2025 RESULT AFTER INFLATION ADJUSTMENT = (185)X(186) =	200	FY 2025 ALT CAP STARTING POINT (FY 2022 GENED REV RPT, LINE (137))+\$300	
175	TIER 1 LOR = ISR OF = (171) OR (173)	300.00	189	PERMANENT SUBTRACTION AMOUNT SUBJECT TO CPI	201	FY 2025 ALT CAP = [(200)X(198)] -\$300 =	300.00-
176	TIER 2 LOR = [ISR OF 171 OR (174)]-(175)	424.00	190	CPI APPLIED TO PERMANENT SUBTRACTION (188) X [(186)-1] =	202	SPARSITY REVENUE	
177	TOTAL, TIER 1 = (57)X(175) =	766,920.00	191	ADDED BY ELECTIONS HELD IN CY 2022 WITH DELAY	203	CAP ON AUTHORITY PER APU: IF (138) > 0 THERE IS NO CAP; ELSE (202) = GTR OF (199) OR (201)	2,202.89
178	TOTAL, TIER 2 = (57)X(176) =	1,083,913.60	192	FY 2025 WITH INFLATION RESULTS BEFORE ELECTIONS = (187)+(189)+(190) =	204	FY 2025 \$/ADJ PU, CAPPED TOTAL = ISR OF (197) OR (202) =	189.67
	REFERENDUM ALLOWANCES		193	FY 2025 \$/APU UNCAPPED TOTAL, ALL AUTHORITIES = (182)+(191) =		2024-25 ADJ PU (EST)	2,556.40
	EXIST AUTHORITY AFTER REFERENDUM SIMPLIFICATION		194	**NEW ELECTIONS** WITHOUT INFLATION		FY 2025 REFER REVENUE HELD IN CY 2023	484,872.39
	REF AUTH W/O INFLATION			FY 2025 AUTHORITY CANCELLED BY ELECTIONS HELD IN CY 2023			
179	FY 2024 AUTHORITY (FY 2024 GEN ED REV REPORT, LINE 135)	189.67		FY 2025 AUTHORITY HELD IN CY 2023			
180	PHASEOUT OF LINE (179)			FY 2025 \$/APU ADDED BY ELECTIONS HELD IN CY 2023			
181	ADDED BY ELECTIONS HELD IN CY 2022 WITH DELAY						
182	FY 2025 W/O INFLATION RESULTS BEFORE ELECTIONS	189.67					

TRANSITION REVENUE

205 TRANSITION ALLOWANCE (FY 2015 GEN ED REVENUE REPORT, LINE 174) 2.25
 206 TRANSITION REVENUE = (57)X(205) = 5,751.90

EQUITY REVENUE

207 METRO 5TH PERCENTILE 7,591.96
 208 METRO 95TH PERCENTILE 9,725.69
 209 METRO GAP = (208)-(207) = 2,133.73
 210 RURAL 5TH PERCENTILE 7,581.00
 211 RURAL 95TH PERCENTILE 9,691.97
 212 RURAL GAP = (211)-(210) = 2,110.97

213 DISTRICT'S REGION: METRO=MET; RURAL=RUR
 214 DIST'S REGION'S EQUITY GAP = (209) OR (212) = 2,110.97
 215 DIST'S REGION'S 95TH PCT = (208) OR (211) = 9,691.97
 216 DISTRICT'S REVENUE/PU FOR EQUITY PURPOSES = ((101)+(204)+(206)+((173)X(57)))/(57) = 7,772.92

217 DISTRICT'S EQUITY GAP = GREATER OF ZERO OR (215)-(216) = 1,919.05
 218 EQUITY INDEX = (217)/(214) = .90908445
 219 = \$80X(218) = 72.73
 220 INITIAL EQUITY ALLOW IF (217)=0 THEN (220)=0 ELSE (220)=\$14+(219) 86.73

221 2024-25 ADJ PU (EST) = (57)X(220) = 2,556.40
 222 FY 2025 STATE AVERAGE REF REV & TIER 1 LOR 1,347.01
 223 =0.10X[(222)] = 134.70

EQUITY REVENUE CONT.

203 FY 2025 DISTRICT REFERENCE REV/ADJ PU 189.67
 173 TIER 1 LOR CAP/APU 300
 224 = GTR OF ZERO OR [(223)-(203)-(173)] = 1,083,913.60

225 2024-25 ADJ PU (EST) = ISR OF \$100,000 OR [(57)X(224)] = 1,169,728.277
 226 = (221)+(225) = 2,556.40
 227 BOTH RUR AND MET = 0.25X(226) = 2,520.40

228 2024-25 ADJ PU (EST) = \$50.00X(57) = 464,104.22
 229 EQUITY REVENUE = (226)+(227)+(228) = 464,104.22
 230 OPERATING CAPITAL AIDS & LEVIES** = 404,965.71

168 OPERATING CAP REVENUE 607,477.33
 169 UNEQUALIZED REVENUE = (57)X(166) = 5,112.80
 230 OPERATING CAPITAL REVENUE SUBJECT TO EQUALIZATION = (168)-(169) = 602,364.53

30 2022 ANTC 16,335,054
 57 2024-25 ADJ PU (EST) 2,556.40
 231 FY 2025 ANTC/ADJ PU = (30)/(57) = 6,389.87
 232 LEVY RATIO FOR OPER CAP = LESSER OF 1 OR (231)/\$22,912 = .27888748

233 OPERATING CAPITAL EQUAL LIMIT = (230)X(232) = 167,991.93
 234 OPERATING CAP AID = (168)-(233) = 439,485.40

LOCAL OPTIONAL AIDS & LEVIES

177 TOTAL, TIER 1 = (57)X(175) = 766,920.00
 178 TOTAL, TIER 2 = (57)X(176) = 1,083,913.60

10 2022 RMV 1,169,728.277
 46 2024-25 RES PU (EST) 2,520.40
 235 FY 2025 RMV/RES PU = (10)/(46) = 464,104.22

236 LEVY RATIO FOR LOCAL OPTIONAL TIER 1 = LESSER OF 1 OR (235)/\$880,000 = .52739116
 237 LEVY RATIO FOR LOCAL OPTIONAL TIER 2, EQUITY, TRANSITION = LESSER OF 1 OR (235)/\$587,244 = .79030900

238 TIER 1 LOR LEVY = (177)X(236) = 404,466.83
 239 TIER 2 LOR LEVY = (178)X(237) = 856,626.67
 240 TIER 1 LOR AID = (177)-(238) = 362,453.17

241 TIER 2 LOR AID = (178)-(239) = 227,286.93
 EQUITY AIDS & LEVIES
 229 EQUITY REVENUE 404,965.71

242 LEVY RATIO FOR EQUITY = (235)/\$510,000 = .91000827
 243 EQUITY LIMIT = (229)X(242) = 368,522.15
 244 EQUITY AID = (229)-(243) = 36,443.56

TRANSITION AIDS & LEVIES
 206 TRANSITION REVENUE 5,751.90
 245 LEVY RATIO FOR TRANSITION = (235)/\$510,000 = .91000827

TRANSITION AIDS & LEVIES CONT.
 REFERENDUM LEVY PORTIONS
 REFERENDUM AID WITH AID LIMIT

246 TRANSITION LIMIT
 = (206)X(245) = 5,234.28
 247 TRANSITION AID
 = (206)-(246) = 517.62
 235 FY 2025 RMV/RES PU 464,104.22
 257 TIER 1 = ISR OF 1
 OR (235)/\$567,000 = .81852596
 258 TIER 2 = ISR OF 1
 OR (235)/\$290,000 = 1.00000000
 269 TIER 1 AID
 = (262)-(266) = 87,991.75
 263 TIER 2 AID
 TOTAL AID
 = (269)+(263) = 87,991.75

REFERENDUM AIDS & LEVIES
 INITIAL REFERENDUM LEVY
 TAX BASE REPLACEMENT
 AID (TBRA)

203 REFER \$/APU 189.67 259 TIER 1 LEVY
 ALL AUTHORITIES = (254)X(257) = 396,880.64
 248 TIER 1 CAP/APU 460 TIER 2 LEVY
 TIER 2 CAP/APU = (255)X(258) =
 = 0.25X(100)-\$300 = 256 UNEQUALIZED LEVY
 256 TOTAL = (259)
 + (260)+(256) = 396,880.64
 271 ADJ INITIAL TBRA
 (FROM TBRA PHASEOUT
 REPORT, LINE 11)
 272 CONVERTED ADJ FY 2002
 REF AUTHORITY
 (FY 2015 GENERAL
 EDUC REVENUE REPORT,
 LINE 254)
 273 UNCAPPED REF AND LOR ALLOWANCE
 = (175)+(197) = 489.67
 274 PRORATED TBRA
 = ISR OF (271) OR
 [(271)X(273)/(272)] =
 275 REF AND LOR REV
 = (177)+(204) = 1,251,792.39
 276 CAPPED TBRA = ISR OF
 (274) OR (275) =

138 SPARSITY REVENUE 261 TOTAL = (259)
 TIER 2 CAP/APU + (260)+(256) = 396,880.64
 250 IF (138) > ZERO
 THEN (250) = 9,999.99
 ELSE (250) = (249)
 BREAKDOWN OF \$/APU
 BY TIER, ALL AUTHORITIES
 INITIAL REFERENDUM AID
 TIER 1 AID
 = (254)-(259) = 87,991.75
 TIER 2 AID
 = (255)-(260) =
 TOTAL AID
 = (262)+(263) = 87,991.75

251 TIER 1 = ISR OF 1
 (203) OR (248) = 263 TIER 2 AID
 TIER 2 = [ISR OF (203)
 OR (250)]-(251) = 264 TOTAL AID
 = (262)+(263) = 87,991.75
 252 TIER 2 = [ISR OF (203)
 OR (250)]-(251) = 264 TOTAL AID
 = (262)+(263) = 87,991.75
 253 UNEQUALIZED
 = (203)-(251)
 -(252) = 101 FY 2025 FORMULA ALLOW 7,281
 57 ADJ PU (EST) 2,556.40
 265 REFERENDUM EQUALIZATION AID LIMIT
 = [(0.25X(100)]
 -\$300]X(57) 3,886,367.10

BREAKDOWN OF REFERENDUM
 REVENUES
 REFERENDUM EQUALIZATION AID CAP
 = GRF OF (264)-(265)
 OR 0 =
 REFERENDUM LEVY WITH AID LIMIT
 TIER 1 LEVY
 = (259)+(266) = 396,880.64
 TIER 2 LEVY
 UNEQUALIZED LEVY
 TOTAL = (267)
 +(260)+(256) = 396,880.64

204 REFERENDUM REVENUE 266 REFERENDUM EQUALIZATION AID CAP
 ALL AUTHORITIES 484,872.39
 254 TOTAL, TIER 1
 = (57)X(251) = 484,872.39
 255 TOTAL, TIER 2
 = (57)X(252) =
 256 TOTAL, UNEQUALIZED
 = (204)-(254)-(255) =
 268 TOTAL = (267)
 +(260)+(256) = 396,880.64

277 TIER 2 REF AID
 278 TIER 1 REF AID
 279 TIER 1 LOR AID
 280 TIER 1 LOR LEVY
 281 TIER 1 REF LEVY
 282 TIER 2 REF LEVY
 283 UNEQL REF LEVY

INITIAL REVENUES ARE REDUCED TO
 MAKE TAX BASE REPLACEMENT AID
 REVENUE-NEUTRAL. REVENUE COMPONENTS
 ARE REDUCED IN THE FOLLOWING ORDER:

***APPLYING THESE REDUCTIONS: ***

REFERENDUM AID GUARANTEE CONT.

OPT AID & LEVY SUMMARY CONT.

276	TAX BASE REPLACE AID							
284	TIER 1 REF AID							
285	TIER 2 REF AID							
286	TIER 1 LOR AID							
287	TIER 1 LOR LEVY							
288	TIER 1 REF LEVY							
289	TIER 2 REF LEVY							
290	UNEQL REF LEVY							
291	REFER AND LOR TIER 1 EQUALIZATION							
292	REFERENDUM AND LOR LEVY							
293	INCREASE FROM GUARANTEE							
294	REPORT, LINE 276							
295	REPORT, LINE 289							
296	REPORT, LINE 198							
297	REPORT, LINE 287							
298	REPORT, LINE 197							
299	REPORT, LINE 197							
300	REPORT, LINE 197							
301	REPORT, LINE 197							
302	REPORT, LINE 197							
303	REPORT, LINE 197							
304	REPORT, LINE 197							
305	REPORT, LINE 197							
306	REPORT, LINE 197							
307	REPORT, LINE 197							
308	REPORT, LINE 197							
309	REPORT, LINE 197							
310	REPORT, LINE 197							
311	REPORT, LINE 197							
312	REPORT, LINE 197							
313	REPORT, LINE 197							
314	REPORT, LINE 197							
315	REPORT, LINE 197							
316	REPORT, LINE 197							
317	REPORT, LINE 197							
318	REPORT, LINE 197							
319	REPORT, LINE 197							
320	REPORT, LINE 197							
321	REPORT, LINE 197							
322	REPORT, LINE 197							
323	REPORT, LINE 197							
324	REPORT, LINE 197							

REFERENDUM AID GUARANTEE
 INITIAL LEVIES ARE REDUCED TO
 MAKE THE REFER AID GUARANTEE
 REVENUE-NEUTRAL. LEVY COMPONENTS
 ARE REDUCED IN THE FOLLOWING ORDER:
 LOCAL OPT AID & LEVY SUMMARY
 AFTER REF AID GUARANTEE
 ALTERNATIVE ATTENDANCE ADJUST
 (CHARTER TRANSPORT AND
 MN STATE ACAD ADJ'S ONLY)
 REF AID & LEVY SUMMARY
 AFTER REF AID GUARANTEE

GENERAL ED REVENUE SUMMARY

101	BASIC	18,613,148.40
104	DECLINING ENROLL	
110	PENSION ADJUSTMENT	166,970.87
111	GIFTED & TALENTED	33,233.20
112	EXTENDED TIME	
126	BASIC SKILLS	1,442,082.40
138	SPARSITY	
141	SMALL SCHOOLS	
161	TRANSPORT SPARSITY	440,058.70
168	OPERATING CAPITAL	607,477.33
172	LOCAL OPTIONAL	1,850,833.60
204	REFERENDUM	484,872.39
206	TRANSITION	5,751.90
229	EQUITY REVENUE	404,965.71
324	ALT ATTENDANCE ADJ	

325 TOTAL GENERAL REVENUE
 = (101)+(104)+(110)
 +(111)+(112)+(126)
 +(138)+(141)+(161)
 +(168)+(172)+(204)
 +(206)+(229)+(324) = 24,049,394.50

GENERAL AIDS & LEVIES

233	OPERATING GAP LEVY	167,991.93
243	EQUITY LEVY	368,522.15
246	TRANSITION LEVY	5,234.28
312	LOCAL OPTIONAL	1,261,093.50
317	TOTAL REFERENDUM LEVY	396,880.64

326 TOTAL GENERAL ED LEVY
 = (233)+(243)+(246)
 +(312)+(317) = 2,199,722.50

327 TOTAL GENERAL ED AID
 = (325)-(326) = 21,849,672.00

ALTERNATIVE TEACHER COMP REV

328	ENROLLMENT AS OF OCT 1, 2022 AT PARTICIPATING SITES (FY 2024 GENERAL EDUC RPT, LINE 324)	
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329 EST ENROLLMENT AS OF
 OCTOBER 1, 2023 AT
 PARTICIPATING SITES
 = (328)X(50)/(49) =

330 ALTERNATIVE TEACHER
 COMPENSATION REVENUE
 = \$260.00X(329) =

ALT TEACHER COMP AIDS & LEVIES

331	ALT COMP REVENUE	
332	ALT COMP BASIC AID = 0.65X(331) =	
333	BASIC AID PRORATION	1.00000000
334	PRORATED BASIC AID = (332)X(333) =	
335	PRO BASIC AID TO LEVY = (332)-(334) =	
336	ALT COMP LEVY REVENUE = (331)-(332)+(335) =	

231 FY 2025 ANTC/ADJ PU
 337 ALT COMP LEVY RATIO
 = LESSER OF 1 OR
 [(231)/\$6,100] = 1.00000000

338 ALT TEACHER COMP LEVY
 = (336)X(337) =
 339 ALT COMP EQUALIZATION AID
 = (331)-(334)-(338) =

MISCELLANEOUS AIDS

ESTIMATES OF FY 2023 MISC AIDS
 BELOW ARE BASED ON END OF SHOWN
 SESSION 2023 FORECAST. PLEASE NOTE
 THAT THESE ARE ROUGH ESTIMATES
 AND MAY CHANGE SIGNIFICANTLY WHEN
 UPDATED DATA BECOMES AVAILABLE.

340	SPEC ED REGULAR BEFORE TUITION ADJ	3,527,073.70
341	NET TUITION ADJUST	152,922.33
342	EXCESS COST AID	918,549.58
343	HOLD HARM/GROWTH IMT	
344	CROSS SUB REDUC AID	90,873.91
345	TOTAL SPECIAL EDUC AID = (340) TO (344) =	4,689,419.52

346 FY 2025 NON-PUBLIC
 TRANSPORTATION AID
 41,532.16

347 FY EL CROSS SUBSIDY
 REDUCTION AID
 493.04

ACHIEVEMENT AND INTEGRATION

57 2024-25 ADJ PU (EST) 2,556.40

348 FY 2025 EST
 INITIAL BUDGET

349 FY 2025 EST
 INCENTIVE BUDGET

350 FY 2025 ADJ
 INITIAL BUDGET
 = (348)X1.003 =

351 OCT 1, 2022 ENROLL OF
 PROTECTED STUDENTS

352 EST OCT 1, 2023 ENROLL
 OF PROTECTED STUDENTS
 = (351) =

353 OCT 1, 2022
 TOTAL ENROLLMENT
 EST OCT 1, 2023
 TOTAL ENROLLMENT
 = (353) =

354 EST OCT 1, 2023
 TOTAL ENROLLMENT
 RATIO = (352)/(354) =

355 PROTECTED ENROLLMENT
 RATIO = (352)/(354) =

356 INITIAL ACHIEVE & INTEG REVENUE
 FORMULA = IF (348) > 0 =
 \$350 X (57) X (355) =

357 INTEG HOLD HARMLESS
 (FROM FY 2024 INTEG
 REV RPT, LINE 11)

358 INITIAL ACHIEVE & INTEG
 REVENUE = LSR OF (350)
 OR [(356)+(357)] =

359 INCENTIVE REV = LSR OF(349)
 OR [(57)X\$10] =

360 ACHIEVE & INTEG REVENUE
 = (358)+(359) =

361 ACHIEVE & INTEG LEVY
 = (360)X.30

362 TRANSFER TO MDE
 IF (358)=(350)
 THEN (362)=(350)-(348)
 ELSE (362)=(358)X.003

363 ACHIEVE & INTEG AID
 = (360)-(361)-(362) =

REEMPLOYMENT INSURANCE LEVY
 FY 2024 CAREER & TECH CONT.
 INITIAL LTFM REVENUE

364 EST FY 2024 EXPEND 20,000.00 380 LAST YEAR REVENUE (FY 2023 CTE AID REPORT, LINE 16) 89,509.00
 365 INITIAL REEMPLOYMENT LEVY = 100% OF (364) = 20,000.00 381 REVENUE GUARANTEE = LESSER OF (378) OR (380) = 89,509.00
 401 AVE BLDG AGE (EST) (NO MAX AGE LIMIT) 86.84
 402 BLDG AGE RATIO = LSR OF 1 OR (401)/35 = 1.00000000

366 SAFE SCH LVY REQUEST? YES 382 PRELIMINARY REVENUE = GREATER OF (379) OR (381) = 179,100.25
 57 2024-25 ADJ PU (EST) 2,556.40 383 REVENUE ALLOCATION FOR CAREER TECH PER MS 124D.4531, SUBD 5
 403 INITIAL LTFM REVENUE = \$380X(57)X(402) = 971,432.00
 ADDITIONAL LTFM REVENUE
 764 NET DEBT SERVICE FOR EXISTING REGULAR ALT FAC/H&S BONDS 1B

367 SAFE SCH LEVY LIMIT = \$36X(57) = 92,030.40 384 CAREER TECH REVENUE = (382)+(383) = 179,100.25
 385 2021 ANTC 14,252,096
 386 2023-24 ADJ PU (EST) 2,252.40
 404 NET DEBT SERVICE FOR PORTION OF EXISTING ALT FAC BONDS 1A FOR QUALIFIED H&S PROJ

368 SAFE SCH INTERMEDIATE LEVY REQUEST? NO 29 2021 ANTC 14,252,096
 369 INTERMEDIATE LEVY ALLOWANCE <= \$15 56 2023-24 ADJ PU (EST) 2,252.40
 387 CAREER TECH LEVY LIMIT = (384)X(386) = 148,878.14
 405 NEW PAYGO LTFM LEVY FOR ELIG H&S>\$100K

370 SAFE SCH INTERMEDIATE LIMIT = (57)X(369) = 21,033.00 388 EST CAREER TECH AID = (384)-(387) = 30,222.11
 406 TOTAL ADDL LTFM REV FOR PROJECTS >\$100K = (404)+(405) + (764)+(765) =

371 DISTRICT JUDGMENTS 389 AUTHORITY REQUESTED BY DISTRICT BASED UPON FY 2023 EXPENSES PAID
 372 INTERMED JUDGMENTS 390 PRORATION FACTOR TO REFLECT STATEWIDE CAP
 373 JUDGMENT LIMIT = (371)+(372) = 391 ANNUAL OPEB LEVY LIMIT = (389)X(390) =

ICE ARENA LEVY
 374 FY 2023 NET OPR COSTS 390 PRORATION FACTOR TO REFLECT STATEWIDE CAP
 375 ICE ARENA LEVY LIMIT = 100% OF (374) = 391 ANNUAL OPEB LEVY LIMIT = (389)X(390) =

FY 2024 CAREER & TECHNICAL
 376 SHARE OF FY 2024 EST COOPERATIVE BUDGET
 377 FY 2024 ESTIMATED DISTRICT BUDGET 511,715.00
 407 NEW PAYGO LTFM LEVY FOR VPK

378 FY 2024 EST BUDGET = (376)+(377) = 511,715.00
 408 TOTAL LTFM REVENUE UNDER NEW LAW = (403)+(406) + (407)+(766) = 971,432.00
 379 PRELIMINARY REVENUE = .35X(378) = 179,100.25 400 LTFM PLAN APPROVAL STATUS APPROVED

OLD LAW HEALTH & SAFETY (H&S)
 LTFM REVENUE
 LTFM TOTAL AIDS & LEVIES CONT.

409	OLD LAW HEALTH & SAFETY REVENUE = FY 2025 ESTIMATED H&S COST =	418	LTFM REVENUE FOR SCHOOL DISTRICT PROJECTS = GREATER OF (408) OR (417) =	971,432.00	432	TOTAL LTFM EQUAL AID = GREATER OF (429) OR (431) =	579,924.07
410	REG ALT FAC PAYGO REVENUE APPROVED FOR FY 2025	419	DISTRICT REQUESTED REDUCTION FROM MAXIMUM (FROM LIS SYSTEM)		433	TOTAL LTFM EQUAL LEVY = GTR OF ZERO OR (423)-(432) =	391,507.93
411	ALT FAC/H&S PAYGO REV FOR NEW APPROVALS	420	DISTRICT LTFM REVENUE = (418)-(419) =	971,432.00	434	TOTAL LTFM UNEQUAL LEVY = GTR OF ZERO OR (422)-(432)-(433) =	
412	PAYGO REVENUE FOR ALT FAC AND AF/H&S = (410)+(411) =	421	DISTRICT SHARE OF ELIGIBLE COOP/INTERMED LTFM PROJECTS		435	TOTAL LTFM LEVY = (433)+(434) =	391,507.93
763	NET DEBT SERVICE FOR EXISTING AND NEW REGULAR ALT FAC BONDS 1A	422	TOTAL LTFM REVENUE = (420)+(421) =	971,432.00	**DEBT SERV PORTION OF LTFM REV**		
764	NET DEBT SERVICE FOR EXISTING AND NEW REGULAR ALT FAC/H&S BONDS 1B	57	2024-25 ADJ PU (EST)	2,556.40	763	NET ALT FAC REG DEBT	
765	NET LTFM REQ DEBT FOR ELIG H&S>\$100K	423	LTFM EQUALIZED REVENUE = ISR OF (418),(420) OR \$380X(57) =	971,432.00	764	NET ALT FAC/H&S DEBT	
413	NET LTFM REQ DEBT FOR ALL OTHER PROJECTS FOR ALT FAC 1A, IF (415)=NO THEN (767), ELSE 0	35	2022 AG MODIFIED ANTC FOR LTFM REVENUE	16,277,264	765	NET LTFM REQ DEBT FOR ELIG H&S>\$100K	
766	NET LTFM REQ DEBT SERVICE FOR VPX	54	2021-22 ADJ PU (ACT)	2,684.82	766	NET LTFM REQ DEBT SERVICE FOR VPX	
407	NEW PAYGO LTFM LEVY FOR VPX	424	FY 2022 ANTC PER APU = (35)/(54) =	6,062.70	767	NET LTFM REQ DEBT FOR ALL OTHER PROJECTS	
414	TOTAL OLD LAW ALT FAC AND AF/H&S REVENUE = (407)+(412)+(413) + (763) + (764) + (765) + (766) =	425	STATEWIDE ANTC/APU	12,230.18	768	TOTAL DEBT SERVICE LTFM REVENUE = (763)+(764)+(765) + (766)+(767) =	
OLD LAW DEFERRED MAINTENANCE		426	LTFM EQUAL FACTOR = 123% OF (425) =	15,043.12	428	LTFM AID RATIO	.59697855
415	ELIGIBLE FOR OLD LAW DEF MAINT REVENUE?	427	LTFM LEVY RATIO = ISR OF 1 OR (424)/(426) =	.40302145	437	LTFM DEBT INITIAL EQUAL AID = (436)X(428) =	
416	OLD LAW DEFERRED MAINTENANCE REVENUE = (403)X\$64/\$380 =	428	LTFM AID RATIO = 1-(427) =	.59697855	438	LTFM DEBT EQUAL AID = GREATER OF (431) OR (437) BUT NOT MORE THAN (768) =	
417	TOTAL OLD LAW FORMULA REVENUE FOR HOLD HARMLESS = (409)+(414)+(416) =	429	LTFM INITIAL EQUAL AID = (423)X(428) =	579,924.07	439	LTFM DEBT EQUAL LEVY = GTR OF ZERO OR (436)-(438) =	
		430	LTFM INITIAL EQUALIZED LEVY = (423)-(429) =	391,507.93	440	LTFM DEBT UNEQUAL LEVY = GTR OF ZERO OR (768)-(438)-(439) =	
		431	2015 TOTAL ALT FAC GRANDFATHER AID				

GEN FUND PORTION OF LTFM REV
 APPROVED INTERMED OPERATING
 APPROVED REG OP LEASES CONT.

422 TOTAL LTFM REVENUE 971,432.00
 423 TOTAL GENERAL FUND 971,432.00
 424 LTFM REVENUE = (422)-(768) = 971,432.00
 425 LTFM GEN FUND EQUAL REV = (423)-(436) = 971,432.00
 426 LTFM GEN FUND EQUAL AID = (432)-(438) = 579,924.07

444 GEN FUND LTFM EQUAL LIMIT = GTR OF ZERO OR (442)-(443) = 391,507.93
 445 GEN FUND LTFM UNEQUAL LIMIT = GTR OF ZERO OR (441)-(443)-(444) = 391,507.93
 446 TOTAL GEN FUND LTFM LEVY = (444)+(445) = 391,507.93

461 ***APPROVED INTERMED CAPITALIZED***
 462 ***ADMINISTRATIVE SPACE***
 463 FY 2024 JOINT
 464 FY 2025 JOINT
 465 ***EXCESS FUNDS CAP LEASE***
 466 FY 2024 JOINT
 467 FY 2025 JOINT

467 TOT INTERMED CAPITALIZED = SUM(461) TO (464)] -((465)-(466)) = 24,000.00
 468 TOT INTERMED LEASE COSTS = (460)+(467) = 24,000.00
 469 2024-25 ADJ PU (EST) INTERMED PUPIL UNIT MAX LIMIT = \$65X(57) = 2,556.40
 470 INTERMED LEASE LIMIT =LSR (468) OR (469) = 24,000.00

471 INTERMED CARRYOVER (INCL IN REGULAR LEASE LIMIT) = (468)-(470) = 487
 472 FY 2024 NONJOINT
 473 FY 2025 NONJOINT
 474 FY 2024 NONJOINT
 475 FY 2025 NONJOINT
 476 REG OPERATING LEASES = SUM (472) TO (475)= 21,600.00
 477 ***APPROVED REGULAR*** CAPITALIZED LEASES
 478 ***ADMINISTRATIVE SPACE***
 479 FY 2024 NONJOINT
 480 FY 2025 NONJOINT
 481 ***EXCESS FUNDS CAP LEASE***
 482 FY 2024 NONJOINT
 483 FY 2025 NONJOINT

483 REG CAPITALIZED LEASES = (SUM (477) TO (480)] -((481)+(482)) = 21,600.00
 484 TOTAL APPROVED REGULAR LEASE COST & CARRYOVER = (471)+(476)+(483)= 21,600.00
 485 2024-25 ADJ PU (EST) REG PUPIL UNIT MAXIMUM LIMIT = \$212X(57) = 541,956.80
 486 COMM APPROVED LIMIT
 487 REGULAR MAX LIMIT =GTR (485) OR (486)= 541,956.80
 488 REGULAR LEASE LIMIT =LSR (484) OR (487)= 21,600.00
 489 TOTAL LEASE LEVY LIMIT = (470)+(488) = 45,600.00

447 FY 1992-FY 2025 APPROV DIS AGC COSTS MAXIMUM = GTR OF (JUNE 1991 COMPONENT DISTS X 150,000) OR 300,000 = 300,000.00
 448 LSR OF (447) OR (448) = 600,000.00
 449 FIRST YEAR DISABLED ACCESS LEVY CERTIFIED LAST YEAR TO CERTIFY = (450)+7 YEARS = 2002
 450 TOTAL CUM CERT LEVY (PAY 93 TO PAY 22) = 600,000.00
 451 CERT LEVY PAY 2023 TOTAL CERTIFIED LEVY = (452)+(453) = 600,000.00
 452 = (452)+(453) = 600,000.00
 453 DISABLED ACCESS LIMIT = GREATER OF ZERO OR (449)-(454)=
 454 LEASE LEVY LIMITATION
 455 DIST'S SHARE OF JOINT LEASE FOR INTERMED, COOP AND JOINT POWERS DISTS

472 FY 2024 NONJOINT
 473 FY 2025 NONJOINT
 474 FY 2024 NONJOINT
 475 FY 2025 NONJOINT
 476 REG OPERATING LEASES = SUM (472) TO (475)= 21,600.00
 477 ***APPROVED REGULAR*** CAPITALIZED LEASES
 478 ***ADMINISTRATIVE SPACE***
 479 FY 2024 NONJOINT
 480 FY 2025 NONJOINT
 481 ***EXCESS FUNDS CAP LEASE***
 482 FY 2024 NONJOINT
 483 FY 2025 NONJOINT

483 REG CAPITALIZED LEASES = (SUM (477) TO (480)] -((481)+(482)) = 21,600.00
 484 TOTAL APPROVED REGULAR LEASE COST & CARRYOVER = (471)+(476)+(483)= 21,600.00
 485 2024-25 ADJ PU (EST) REG PUPIL UNIT MAXIMUM LIMIT = \$212X(57) = 541,956.80
 486 COMM APPROVED LIMIT
 487 REGULAR MAX LIMIT =GTR (485) OR (486)= 541,956.80
 488 REGULAR LEASE LIMIT =LSR (484) OR (487)= 21,600.00
 489 TOTAL LEASE LEVY LIMIT = (470)+(488) = 45,600.00

472 FY 2024 NONJOINT
 473 FY 2025 NONJOINT
 474 FY 2024 NONJOINT
 475 FY 2025 NONJOINT
 476 REG OPERATING LEASES = SUM (472) TO (475)= 21,600.00
 477 ***APPROVED REGULAR*** CAPITALIZED LEASES
 478 ***ADMINISTRATIVE SPACE***
 479 FY 2024 NONJOINT
 480 FY 2025 NONJOINT
 481 ***EXCESS FUNDS CAP LEASE***
 482 FY 2024 NONJOINT
 483 FY 2025 NONJOINT

483 REG CAPITALIZED LEASES = (SUM (477) TO (480)] -((481)+(482)) = 21,600.00
 484 TOTAL APPROVED REGULAR LEASE COST & CARRYOVER = (471)+(476)+(483)= 21,600.00
 485 2024-25 ADJ PU (EST) REG PUPIL UNIT MAXIMUM LIMIT = \$212X(57) = 541,956.80
 486 COMM APPROVED LIMIT
 487 REGULAR MAX LIMIT =GTR (485) OR (486)= 541,956.80
 488 REGULAR LEASE LIMIT =LSR (484) OR (487)= 21,600.00
 489 TOTAL LEASE LEVY LIMIT = (470)+(488) = 45,600.00

472 FY 2024 NONJOINT
 473 FY 2025 NONJOINT
 474 FY 2024 NONJOINT
 475 FY 2025 NONJOINT
 476 REG OPERATING LEASES = SUM (472) TO (475)= 21,600.00
 477 ***APPROVED REGULAR*** CAPITALIZED LEASES
 478 ***ADMINISTRATIVE SPACE***
 479 FY 2024 NONJOINT
 480 FY 2025 NONJOINT
 481 ***EXCESS FUNDS CAP LEASE***
 482 FY 2024 NONJOINT
 483 FY 2025 NONJOINT

483 REG CAPITALIZED LEASES = (SUM (477) TO (480)] -((481)+(482)) = 21,600.00
 484 TOTAL APPROVED REGULAR LEASE COST & CARRYOVER = (471)+(476)+(483)= 21,600.00
 485 2024-25 ADJ PU (EST) REG PUPIL UNIT MAXIMUM LIMIT = \$212X(57) = 541,956.80
 486 COMM APPROVED LIMIT
 487 REGULAR MAX LIMIT =GTR (485) OR (486)= 541,956.80
 488 REGULAR LEASE LIMIT =LSR (484) OR (487)= 21,600.00
 489 TOTAL LEASE LEVY LIMIT = (470)+(488) = 45,600.00

472 FY 2024 NONJOINT
 473 FY 2025 NONJOINT
 474 FY 2024 NONJOINT
 475 FY 2025 NONJOINT
 476 REG OPERATING LEASES = SUM (472) TO (475)= 21,600.00
 477 ***APPROVED REGULAR*** CAPITALIZED LEASES
 478 ***ADMINISTRATIVE SPACE***
 479 FY 2024 NONJOINT
 480 FY 2025 NONJOINT
 481 ***EXCESS FUNDS CAP LEASE***
 482 FY 2024 NONJOINT
 483 FY 2025 NONJOINT

LINE NO	DESCRIPTION	AMOUNT	TYPE	STATUS	REMARKS
493	CAPITAL RELATED LIMITS				
	= (233)+(446)+(455)				
	+(489)+(490)+(491)	605,099.86			
	+(492) =				
494	CONSOLIDATION/				
495	TRANSITION				
496	REORGANIZATION				
497	OPERATING DEBT				
498	HEALTH BENEFITS				
499	ADDL RETIREMENT				
500	(MPLS AND STP)				
501	SEVERANCE				
502	ADMIN DISTRICT				
503	SWIMMING POOL				
504	THREE GROWTH	1,263.75			
505	CONSOLIDATION/				
	RETIREMENT				
	ECON DEVELOP ABATE				
	OTHER GENERAL (MEMO)				
506	SUBTOTAL, OTHER INITIAL	1,263.75			
507	GENERAL LEVIES				
	= (494) TO (504) =				
	INITIAL GENERAL FUND LEVY				
508	GENERAL RMV VOTER APPROVED	396,880.64			
509	GENERAL RMV OTHER				
	= (312)+(243)				
	+(246) =	1,634,849.93			
510	TOTAL INITIAL GENERAL LEVY LIMITATION				
	= (506)+(507)+(508)				
	+(509) =	2,899,002.72			
600	POPULATION (YR 2020)	18,806			
601	GTR OF (600) OR 1,335	18,806			
602	YOUTH SERVICE PROG?	YES			
603	AFTER SCHOOL ENRICHMENT?	YES			
604	FY 2025 GENERAL REVENUE	119,418.10			
	= \$6.35X(601) =				
605	FY 2025 YOUTH SERVICE REV = \$1.00X(601) =	18,806.00			
606	FY 2025 AFTER SCHOOL REVENUE = \$1.85X(601) NOT TO EXCEED 10,000 AND \$0.43XPOPULATION IN EXCESS OF 10,000	22,286.58			
607	FY 2025 COMMUNITY EDUCATION REVENUE = (604)+(605)+(606) =	160,510.68			
608	2022 ANTC STANDARD COMM ED LEVY = 0.00375X(30) =	16,335.054			
609	COMM ED LEVY LIMIT LSR (607) OR (608) =	61,256.45			
610	FY 2025 EST GROSS COMM ED AID = (607)-(609) =	99,254.23			
611	FY 2025 ECPE REVENUE?	YES			
612	ECPE ANNUAL REPORT SUBMITTED?	YES			
613	POPULATION UNDER FIVE YEARS OF AGE	635			
614	GTR OF 150 OR (613) =	635			
615	ECPE ALLOWANCE 0.023X(100) =	167.46			
616	FY 2025 EARLY CHILD FAMILY REVENUE IF (611) = YES = (614)X(615); IF ANNUAL REPT = YES	106,337.10			
617	2022 ANTC ECPE TAX RATE = (617)X(30) =	16,335.054			
618	EARLY CHLD LEVY LIMIT = LESSER OF (616) OR (618) =	32,714.54			
619	EST FY 2025 EARLY CHILD AID = (616)-(619) =	73,622.56			
620	**HOME VISITING LIMIT**				
621	DIST PLANS TO LEVY FOR FY 2025 HOME VISIT?	YES			
622	HOME VISITING REVENUE IF (621) = YES AND (618) > \$0, = \$3.00X(613), ELSE = \$0	1,905.00			
623	FY 2025 ANTC/ADJ PU HOME VISIT LEVY RATIO = LESSER OF 1 OR (231)/\$17,250 =	.37042725			
624	FY 2025 HOME VISIT LIMIT = (622)X(623)	705.66			
625	FY 2025 EST HOME VISIT AID = (622)-(624)	1,199.34			
611	DIST PLANS TO LEVY FOR FY 2025 ECPE REVENUE?	YES			

LINE	DESCRIPTION	AMOUNT	DEPARTMENT	EDUCATION
626	ADULTS WITH DISABILITIES REQUEST?	YES		
627	DISTRICT POPULATION TIMES \$0.34 = (600)X\$0.34 =	6,394.04		
628	FY 2023 ADULTS WITH DISABILITIES REVENUE			
629	TOTAL REVENUE, =GREATER OF OR (628) =	6,394.04		
630	ANRC TIMES DISTRICT TAX RATE NOT TO EXCEED 0.006 = (30)X0.006 =	980.10		
631	DISABLED ADULTS LEVY LIMIT = LESSER OF (629) OR (630) =	980.10		
632	ADULTS WITH DISABILITIES AID = (629)-(631) =	5,413.94		
633	**SCHOOL-AGE CARE** FY 2025 SCH-AGE CARE REV (FY 2025 EST COST)			
30	2022 ANRC	16,335,054		
46	2024-25 RES PU (EST)	2,520.40		
634	ANRC/RES PU = (30)/(46) =	6,481.14		
635	LEVY RATIO = LSR OF 1 OR (634)/\$2,318 =	1.00000000		
636	FY 2025 SCH-AGE CARE LIM = (633)X(635) =			
637	FY 2025 EST GROSS SCHOOL-AGE CARE AID = (633)-(636) =			
638	**COMMUNITY SERVICE SUMMARY** OTHER COMM ED (MEMO)			
639	TOTAL INITIAL COMMUNITY SERVICE LEVY LIMIT = (609)+(619)+(624) + (631)+(636)+(638) =	95,656.75		
700	ALT FAC REGULAR REQ DEBT SERV LEVY			
701	ALT FAC/H&S REQ DEBT SERV LEVY			
702	NEW LTFM REQ DEBT FOR ELIG H&S>\$100K			
703	NEW LTFM REQ DEBT SERVICE FOR VPK			
704	NEW LTFM REQ DEBT FOR ALL OTHER PROJECTS			
705	TOTAL REQ DEBT SERV LEVY FOR LTFM REVENUE = (700)+(701)+(702) + (703)+(704) =			
706	NATURAL DISASTER REQ DEBT SERV LEVY			
707	TACONITE BONDS REQ DEBT SERV LEVY			
708	TAC FUNDING FOR BONDS (NOT IRRRB)			
709	TAC ADJ TO REQ = (708) OR [(708)X1.05] =			
710	NET REQ DEBT SERV LEVY TACONITE=(707)-(709)=			
711	VOTER APPR ELIG BONDS SOLD BY JULY 1, 2023	12,277,178.00		
712	NON-VOTER ELIG BONDS SOLD BY JULY 1, 2023			
713	VOTER APPR IRRRB BONDS SOLD BY JULY 1, 2023			
714	TOTAL REQUIRED DEBT LEVY ELIG FOR DEBT EQUAL AID = (710)+(711) + (712)+(713) =	12,277,178.00		
715	**REQUIRED DEBT FOR BONDS ELIG** FOR FUTURE DEBT EQUALIZATION AID			
716	VOTER APPR BONDS SOLD AFTER JULY 1, 2023 ELIG FOR FUTURE AID	402,244.50		
717	NON-VOTER BONDS SOLD AFTER JULY 1, 2023 ELIG FOR FUTURE AID			
718	SUBTOTAL, FUTURE DEBT AID ELIGIBLE = (715)+(716) =	402,244.50		
719	**OTHER REQUIRED DEBT FOR BONDS** INELIGIBLE FOR DEBT EQUAL AID			
720	VOTER APPR BONDS INELG FOR DEBT EQUAL AID			
721	**NON-VOTER APPR INELG BONDS**			
722	FACIL BOND-MS 123B.62			
723	EQUIP BOND-MS 123B.61			
724	REORG OPER DEBT			
725	ECON DEV ABATEMENT JUDGMENT			
726	OTHER NON-VOTER INELG LEASE PURCHASE			
727	SUBTOTAL, REQ DEBT FOR NON-VOTER INELIG BONDS = (719) THRU (725) =			
728	REQ DEBT SERVICE LEVY FOR BONDS INELIGIBLE FOR DEBT EQUAL AID = (717)+(718)+(726) =			
729	GDS REQ DEBT SERV LEVY = (705)+(706)+(714) + (717)+(718)+(727) =	12,679,422.50		

NON-VTR APPR INELIG BOND CONT.
 FUND 7 DEBT BALANCE CONT.
 NET DBT EXCESS BREAKDOWN CONT.

729	GDS REQ DEBT SERV LEVY VOTER APPR = (710)+(711) +(713)+(715)+(718) = 12,679,422.50	744	RETAIN FOR CAPITAL LOAN REPAYMENT	758	GENERAL FUND LEVY ADJ FOR FACILITY & EQUIP BONDS = -(719)-(720)-(748) =
30	2022 ANTC	745	APPROVED DEBT EXCESS TO BE RETAINED	759	UNALLOCATED DEBT EXCESS = GTR OF ZERO OR [(749)-(750)] =
730	MAXIMUM EFFORT DEBT SERVICE TAX RATE	746	DISTRICT REQUESTED ADDITIONAL EXCESS		
731	MAX EFFORT DEBT SERV LEVY = (30)X(730) =	747	CERTIFIED DEBT EXCESS = GTR OF 0 OR (743) -(744)-(745)+(746) =		
732	DEBT EQUAL REVENUE BASE GTR OF ZERO OR [(714)-(731)] = 12,277,178.00	748	EXCESS USED TO RETIRE FAC & EQUIP BONDS	760	DEBT EXCESS FOR VOTER APPROVED BONDED DEBT = [(729)-(715)]X(751) =
733	BOARD AUTHORIZED TRANSFER TO FUND 7 REDUCING REQUIRED DEBT SERVICE LEVY	749	ADJUSTED DEBT EXCESS = (747)-(748) =	761	DEBT EXCESS FOR NON- VOTER APPROVED DEBT = (749)-(759)-(760) =
734	FEDERAL FUNDS REDUCING REQUIRED DEBT SERVICE LEVY	750	BASE FOR NET DEBT EXCESS DISTRIBUTION = IF (731)>0, THEN 0 ELSE (728)-(717) = 12,277,178.00	762	NET DEBT EXCESS FOR DEBT SERV LEVY REDUCT = (760)+(761) =
735	JUNE 2022 FUND 7-425 BAL FOR BOND REFUND	751	DEBT EXCESS RATIO = LSR 1 OR (749)/(750) =	763	NET ALT FAC REG DEBT = (700)-(753) =
736	JUNE 2022 FUND 7-451 BAL FOR QZAB & QSCB	752	NET DEBT EXCESS FOR ELG REQ DEBT SERVICE = (714)X(751) =	764	NET ALT FAC/H&S DEBT = (701)-(754) =
737	JUNE 2022 FUND 7-460 BALANCE NONSPENDABLE	753	EXCESS FOR ELIGIBLE ALT FAC REGULAR BONDS = (700)X(751) =	765	NET LTFM REQ DEBT FOR ELIG H&S>\$100K = (702)-(755) =
738	JUNE 2022 FUND 7-463 BALANCE UNASSIGN NEG	754	EXCESS FOR ELIGIBLE ALT FAC/H&S BONDS = (701)X(751) =	766	NET LTFM REQ DEBT FOR ELIG VPK = (703)-(756) =
739	JUNE 2022 FUND 7-464 BALANCE RESTRICTED (FOR DEBT EXCESS)	755	EXCESS FOR ELIGIBLE LTFM TAQFPA BONDS = (702)X(751) =	767	NET LTFM REQ DEBT FOR ALL OTHER PROJECTS = (704)-(757) =
740	PAY 22 DEBT EXCESS LEVY REDUCTION	756	EXCESS FOR ELIGIBLE LTFM VPK BONDS = (703)X(751) =	768	NET DEBT LEVY FOR LT FAC MAINT = (763)+(764)+(765) + (766)+(767) =
741	PAY 23 DEBT EXCESS LEVY REDUCTION	757	EXCESS FOR ELIGIBLE LTFM OTHER BONDS = (704)X(751) =	769	LTFM DEBT LEVY LIMIT = (439)+(440)+(753)+(754) +(755)+(756)+(757) =
742	5% OF PAY 24 REQ DEBT SERV LEVY=(728)X5% =				
743	FUND 7 AVAIL BALANCE GTR OF ZERO OR [(739) -(740)-(741)-(742)] =				

30	2022 ANTC	16,335,054	783	FY 2025 NET DEBT EQ REV = GTR OF 0 OR [(780)-(782)] =	9,706,040.50	800	MAX EFFORT DEBT LEVY = GTR OF ZERO OR [(729)+(926)+(927)-(706) -(719)-(720)-(721)] =
770	TEN PERCENT ANTC = 0.10X(30) =	1,633,505	784	PRELIM TIER 1 EQU REV =LSR (783) OR (781)=	1,715,180.67	801	MINIMUM EST MAX EFFORT PAYMENT = GTR OF 0 OR (732)-(802) =
706	REQ DEBT LEVY FOR NATURAL DISASTER DEBT		785	PRELIM TIER 2 EQU REV = (783)-(784) =	7,990,859.83	802	**ADJUSTMENT TO GDS LIMIT** FOR IRRRB ALLOCATION
771	FY 2025 DISASTER DEBT EQ REV = GTR OF ZERO OR [(706)-(770)] =		731	MAXIMUM EFFORT DEBT SERVICE LEVY		803	FY 2025 IRRRB FUNDING FOR VOTER-APPR BONDS
54	2021-22 ADJ PU (ACT) FY 2022 ANTC PER APU = (30)/(54) =	2,684.82	786	MAX EFFORT TIER 1 REV		804	PAY 24 IRRRB ADJUSTMENT FOR VOTER-APPROV BONDS = - ((802)X1.05) =
772		6,084.23	787	MIN TIER 2 REV FOR MAX EFF = GTR OF ZERO OR (780)-(731) =	1,715,180.67	805	FY 2025 IRRRB FUNDING FOR NON-VOTER BONDS
773	STATEWIDE AVE ANTC INC PER APU	12,964.47	788	TIER 1 EQUAL REV = GTR OF (784) OR (786) =	7,990,859.83	806	PAY 24 IRRRB ADJUSTMENT FOR NON-VOTER BONDS = - ((804)X1.05) =
774	DISASTER EQUAL FACTOR = 30% OF (773) =	38,893.40	789	TIER 2 EQUAL REV = GTR OF (785) OR (787) =	2,684.82	807	PAY 24 IRRRB ADJUSTMENT FOR NON-VOTER BONDS = - ((804)X1.05) =
775	NATURAL DISASTER LEVY RATIO = LSR OF 1 OR (772)/(774) =	.15643348	54	2021-22 ADJ PU (ACT) 2022 ANTC /ADJ APU = (30)/(54) =	6,084.23	808	DEBT EQUAL AID ELIG, VOTER APPROVED =GTR OF ZERO OR [(710)+(711)+(713) +(801)-(799)-(803)] =
776	DISASTER AID RATIO = = 1-(775) =	.84356652	791	TIER 1 DEBT EQUAL LEVY RATIO = LSR OF 1 OR (790)/(GTR OF \$4,430 OR 55.3% OF (773)] =	.46930033	809	DEBT EQUAL AID INELIG, NON VOTER APPROVED =GTR OF [(712)-(798)-(805)] OR ZERO =
777	DISASTER DEBT EQUAL AID = (771)X(776) =		792	TIER 2 DEBT EQUAL LEVY RATIO = LSR OF 1 OR (790)/(GTR OF \$8,000 OR 100% OF (773)] =	.53069967	810	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (715)+(718) =
778	DISASTER LEVY LIMIT = (706)-(777) =		793	TIER 1 DEBT EQU AID RATIO = 1-(791) =	.15181578	811	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =
	DEBT EQUALIZATION AID		794	TIER 2 DEBT EQU AID RATIO = 1-(792) =	.53069967	812	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =
732	DEBT EQUAL BASE	12,277,178.00	795	TIER 1 DEBT AID = (788)X(793) =	260,391.49	813	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =
752	DEBT EXCESS FOR ELIG REQUIRED DEBT		796	TIER 2 DEBT AID = (789)X(794) =	5,266,771.99	814	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =
779	FY 2025 NET REV ADJ TO DEBT EQUALIZATION REVENUE (MEMO)		797	TOTAL DEBT EQ AID = (795)+(796) =	5,266,771.99	815	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =
780	FY 2025 GROSS DEBT EQUALIZATION REVENUE = (732)-(752)+(779) =	12,277,178.00	798	NON VOTER DEBT AID = (797)X(712)/(714) =		816	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =
30	2022 ANTC	16,335,054	799	VOTER APPR DEBT AID = (797)-(798) =	5,266,771.99	817	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =
781	MAX UNEQ LOCAL EFFORT = .1574X(30) =	2,571,137.50				818	DEBT EQUAL AID INELIG, NON VOTER APPROVED = (716)+(726) =

INITIAL GEN DEBT SERVICE CONT.
 FUND 47 DEBT BALANCE CONT.
 LEVY LIMITATION ADJUSTMENTS

Line	Description	Amount	Code	Notes	Amount
810	INITIAL GDS LEVY LIM VOTER APPROVED	2,267,650.51			
	=(806)+(808)+(778) =				
811	INITIAL GDS LEVY LIM NON VOTER APPROVED				
	=(807)+(809)+(769) =				
812	TOTAL INITIAL GDS LEVY LIMIT = (810)+(811) =	2,267,650.51			
900	LEVY BONDS IRREV TRUST VOTER APPROVED				
901	LEVY BONDS REVOC TRUST VOTER APPROVED				
902	REQ DEBT SERV LEVY OPEB BONDS VOTER APPROVED				
	= (900)+(901) =				
903	LEVY BONDS IRREV TRUST NON-VOTER APPROVED	816,403.00			
904	LEVY BONDS REVOC TRUST NON-VOTER APPROVED				
905	REQUIRED DEBT SERVICE LEVY FOR OPEB BONDS NON-VOTER APPROVED	816,403.00			
	= (903)+(904) =				
906	REQ DEBT SERV LEVY FOR PENSION BONDS (MPLS)				
907	REQ DEBT SERVICE LEVY FOR OPEB/PENSION BONDS NON-VOTER APPROVED	816,403.00			
	= (905)+(906) =				
908	JUNE 2022 FUND 47-425 BAL FOR BOND REFUND				
909	JUNE 2022 FUND 47-460 BALANCE NONSPENDABLE				
910	JUNE 2022 FUND 47-463 BALANCE UNASSIGN NEG				
911	JUNE 2022 FUND 47-464 BALANCE RESTRICTED	145,624.86			
912	JUNE 2022 FUND 47-464 BALANCE VOTER APPROV				
913	JUNE 2022 FUND 47-464				
914	PAY 22 OPEB DEBT EXC REDUCTION NON-VOTER				
915	PAY 23 OPEB DEBT EXC REDUCTION NON-VOTER	108,007.17			
916	5% OF REQUIRED OPEB DEBT SERV LEVY VOTER				
	= (902)X5% =				
917	5% OF REQUIRED OPEB DEBT SERV LEVY NONVOT				
	= (907)X5% =				
918	RETAIN FOR CAP LOAN REPAYMENT NON-VOTER	40,820.15			
919	APPROV DEBT EXCESS TO BE RETAINED NON-VOTER				
920	FUND 47 AVAILABLE BALANCE VOTER APPROVED = GREATER OF ZERO OR [(912)-(916)] =				
921	FUND 47 AVAILABLE BALANCE NON-VOTER = GTR ZERO OR [(913)-SUM (914) TO (919)] =				
922	CLOSING FUND 47 TO FUND 7 TRANSFER IF (921) GTR ZERO AND (907) = ZERO, ELSE 0				
923	ADDITIONAL DEBT EXCESS REQUESTED OPEB/PENSION BONDS VOTER APPROVED				
924	ADDITIONAL DEBT EXCESS REQUESTED OPEB/PENSION NON-VOTER APPROVED				
925	NET DEBT SERVICE LEVY FOR VOTER APPROVED OPEB/PENSION BONDS = (902)-(920)-(923) =				
926	NET DEBT SERVICE LEVY FOR OPEB/PENSION BONDS = (907)-(921)-(924) =				
1000	FY 2024 OPER CAP LEVY AUTH (FROM FY 2024 GENERAL REV REPORT, LINE 194)	146,570.52			
1001	22 PAY 23 LIMIT	146,365.14			
1002	22 PAY 23 LEVY	146,365.14			
1003	FY 2024 OPEB CAPITAL LEVY ADJUSTMENT = ((1100)-(1101)) =	205.38			
1004	FY 2024 IOR TIER 1 (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 201)	310,531.31			
1005	ALLOCATION OF TBRA (FROM PAY 23 LEVY REPORT, LINE 275)				
1006	ALOC OF REF HOLD HARM (FROM PAY 23 LEVY REPORT, LINE 302)				
1007	22 PAY 23 LIMIT	353,967.25			
1008	22 PAY 23 LEVY	353,967.25			
1009	PAY 23 LIMIT BEFORE TBRA AND HOLD HARM ADJ = (1005) + (1006) + (1007) =	353,967.25			
1010	PAY 23 LEVY BEFORE TBRA AND HOLD HARM ADJ = (1005) + (1006) + (1008) =	353,967.25			
1011	FY 2024 IOR TIER 1 LEVY ADJUSTMENT = ((1004)-(1010)) =	43,435.94			

1012	FY 2024 LOR TIER 2 (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 202)	757,290.48	1026	ALLOC OF REF HOLD HARM (FROM PAY 23 LEVY REPORT, LINE 303)	347,328.24	1040	FY 2024 UNEQUAL REF LEVY AUTH (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 255)
1013	22 PAY 23 LIMIT 863,217.40		1027	22 PAY 23 LIMIT	347,328.24	1041	ALLOCATON OF TBRA (FROM PAY 23 LEVY REPORT, LINE 278)
1014	22 PAY 23 LEVY 863,217.40		1028	22 PAY 23 LEVY	347,328.24	1042	ALLOC OF REF HOLD HARM (FROM PAY 23 LEVY REPORT, LINE 305)
1015	FY 2024 LOR TIER 2 LEVY ADJUSTMENT = ((1012) - (1014))	105,926.92-	1029	PAY 23 LIMIT BEFORE TBRA AND HOLD HARM ADJ = (1025)+(1026) +(1027) =	347,328.24	1043	22 PAY 23 LEVY 22 PAY 23 LEVY
	FY 2024 EQUITY LEVY ADJUSTMENT		1030	PAY 23 LEVY BEFORE TBRA AND HOLD HARM ADJ = (1025)+(1026) +(1028) =	347,328.24	1044	22 PAY 23 LEVY
1016	FY 2024 EQUITY LEVY AUTH (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 214)	282,756.02	1031	FY 2024 1ST TIER VTR REF LEVY ADJUSTMENT = ((1024)-(1030) =	42,621.26-	1045	PAY 23 LIMIT BEFORE TBRA AND HOLD HARM ADJ = (1041)+(1042) +(1043) =
1017	22 PAY 23 LIMIT 321,390.70		1032	**FY 2024 2ND TIER REF LEVY ADJUST** (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 253)		1046	PAY 23 LEVY BEFORE TBRA AND HOLD HARM ADJ = (1041)+(1042) +(1044) =
1018	22 PAY 23 LEVY 321,390.70		1033	ALLOCATON OF TBRA (FROM PAY 23 LEVY REPORT, LINE 277)		1047	FY 2024 UNEQUALIZED REF LEVY ADJUSTMENT
1019	FY 2024 EQUITY LEVY ADJUSTMENT = ((1016)-(1018)) =	38,634.68-	1034	ALLOOC OF REF HOLD HARM (FROM PAY 23 LEVY REPORT, LINE 304)			**FY 2024 TBRA ALLOCATION ADJUST** TO VOTER-APPROVED LEVIES
	FY 2024 TRANSITION LEVY ADJUST		1035	22 PAY 23 LIMIT			**FY 2024 ALLOCATION OF TBRA** TO REF LEVY CATEGORIES (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINES 266 TO 268)
1020	FY 2024 TRANSITION LEVY AUTH (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 222)	4,018.64	1036	22 PAY 23 LEVY		1048	TIER 1 LEVY
1021	22 PAY 23 LIMIT 4,580.75		1037	PAY 23 LIMIT BEFORE TBRA AND HOLD HARM ADJ = (1033)+(1034) +(1035) =		1049	TIER 2 LEVY
1022	22 PAY 23 LEVY 4,580.75		1038	PAY 23 LEVY BEFORE TBRA AND HOLD HARM ADJ = (1033)+(1034) +(1035) =		1050	UNEQL LEVY
1023	FY 2024 TRANSITION LEVY ADJUSTMENT = ((1020)-(1022)) =	562.11-	1039	FY 2024 2ND TIER REF LEVY ADJUSTMENT		1051	TOTAL FY 2024 TBRA ALLOC TO REF LEVY CATEGORIES = (1048) TO (1050) =
	FY 2024 1ST TIER REFERENDUM LEVY ADJUST					1052	TOTAL FY 2024 TBRA ALLOC TO REF LEVY CATEGORIES FROM PAY 23 LEVY = (1025)+(1033) +(1041) =
1024	FY 2024 1ST TIER REF LEVY AUTH (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 251)	304,706.98				1053	FY 2024 TBRA ALLOCATION VTR-APPR ADJUSTMENT = (1052)-(1051) =
1025	ALLOCATON OF TBRA (FROM PAY 23 LEVY REPORT, LINE 276)						

FY 2024 LOR TBRRA ALLOCATION ADJ

1054 FY 2024 ALLOCATION OF TBRRA TO LOR TIER 1 LEVY (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 265)
 1065 FY 2024 INTEG LEVY AUTH (FROM INTEGRATION REVENUE REPORT, LINE 20)
 1066 22 PAY 23 LIMIT
 1067 22 PAY 23 LEVY
 1068 FY 2024 INTEGRATION ADJUSTMENT LIMIT

1005 ALLOCATION OF TBRRA (FROM PAY 23 LEVY REPORT, LINE 275)
 1068 FY 2024 INTEGRATION ADJUSTMENT LIMIT
 1082 FY 2023 EST LTFM EQUALIZED LEVY AUTHORITY (FROM FY 2023 WEBSITE REPORT, LINE 63)

1055 FY 2024 TBRRA ALLOCATION LOR LEVY TIER 1 ADJUSTMENT = (1005)-(1054) =
 FY 2024 ALT TEACHER COMP ADJ
 1083 21 PAY 22 LIMIT
 1084 21 PAY 22 LEVY
 1085 TOTAL ADJUSTMENT = (1082)-(1084) =

FY 2024 REFERENDUM HOLD HARMLESS
 ADJUST TO VOTER-APPROVED LEVIES
 1069 FY 2024 ALT COMP LEVY AUTH (FROM FY 2024 GEN ED REVENUE REPORT, LINE 339)
 1086 22 PAY 23 ADJ LIMIT
 1087 22 PAY 23 ADJ LEVY
 1088 FY 2023 LTFM EQUALIZED LEVY ADJUST = (1085)-(1087) =

1056 FY 2024 ALLOC OF HOLD HARM TO REF LEVY CATEGORIES (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINES 294 TO 296)
 1070 22 PAY 23 LIMIT
 1071 22 PAY 23 LEVY
 1072 LEVY ADJUSTMENT

1057 TIER 1 LEVY
 1058 TIER 2 LEVY
 1059 UNEQL LEVY
 FY 24 & FY 23 CAPITAL RELATED ADJ
 FY 2023 LTFM UNEQUAL LEVY ADJ

1060 TOTAL HOLD HARM ALLOC TO REF LEVY CATEGORIES = (1057) TO (1059) =
 FY 2024 LTFM EQUAL LEVY ADJ
 1073 FY 2024 EST LTFM EQUALIZED LEVY AUTHORITY (FROM FY 2024 WEBSITE REPORT, LINE 63)
 1089 FY 2023 EST LTFM UNEQUALIZED LEVY AUTH (FROM FY 2023 WEBSITE REPORT, LINE 64)

1061 TOTAL FY 2024 HOLD HARM ALLOC TO REF LEVY CATEGORIES FROM PAY 23 LEVY = (1026) + (1034) + (1042) =
 1074 22 PAY 23 LIMIT
 1075 22 PAY 23 LEVY
 1090 21 PAY 22 LIMIT
 1091 21 PAY 22 LEVY
 1092 TOTAL ADJUSTMENT

1062 FY 2024 HOLD HARM ALLOC VTR-APPR ADJUSTMENT = (1061)-(1060) =
 FY 2024 LTFM EQUALIZED LEVY ADJUST = (1073)-(1075) =
 1093 22 PAY 23 ADJ LIMIT
 1094 22 PAY 23 ADJ LEVY
 1095 FY 2023 LTFM UNEQUALIZED LEVY ADJUST

FY 2024 REFERENDUM HOLD HARMLESS
 ADJUSTMENT TO TIER 1 LEVIES
 FY 2024 LTFM UNEQUAL LEVY ADJ
 3 YEAR PRIOR ADJUSTMENTS

1063 FY 2024 ALLOC OF HOLD HARM TO LOR TIER 1 LEVY (FROM FY 2024 GENERAL EDUC REVENUE REPORT, LINE 293)
 1077 FY 2024 EST LTFM UNEQUALIZED LEVY AUTHORITY (FROM FY 2024 WEBSITE REPORT, LINE 64)
 FY 2022 OPERATING CAPITAL
 LEVY ADJUSTMENT

1006 ALLOC OF REF HOLD HARM (FROM PAY 23 LEVY ALLOCATION OF TBRRA)
 1078 22 PAY 23 LIMIT
 1079 22 PAY 23 LEVY
 1096 FY 2022 OPER CAP LEVY AUTH (FROM FY 2022 GENERAL EDUC REVENUE REPORT, LINE 181)

1064 FY 2024 HOLD HARM ALLOC TIER 1 LEVY ADJUSTMENT = (1006)-(1063) =
 1080 FY 2024 LTFM UNEQUALIZED LEVY ADJUST
 1097 20 PAY 21 LIMIT
 1098 20 PAY 21 LEVY

132,907.10
 128,321.86
 128,321.86

1099	TOTAL ADJUST TO PAY 21 OPER CAP LEVY AUTH = ((1096)-(1097)) =	4,585.24	1117	FY 2022 EQUITY LEVY AUTH (FROM FY 2022 GENERAL EDUC REVENUE REPORT, LINE 208)	309,534.36	1133	PAY 21 LEVY BEFORE TBRA AND HOLD HARM ADJ (FROM PAY 22 LEVY REPORT, LINE 1031)	326,053.05
1100	21 PAY 22 ADJ LIMIT	4,890.23	1118	20 PAY 21 LIMIT	299,984.22	1134	TOTAL ADJUST TO PAY 21 1ST TIER REF LEVY AUTH = ((1131)-(1132)) =	9,365.02
1101	21 PAY 22 ADJ LEVY	4,890.23	1119	20 PAY 21 LEVY	299,984.22	1135	21 PAY 22 ADJ LIMIT	11,500.63
1102	FY 2022 OPER CAPITAL LEVY ADJUSTMENT = ((1099)-(1101)) =	304.99-	1120	TOTAL ADJUST TO PAY 21 EQUITY LEVY AUTH = ((1117)-(1118)) =	9,550.14	1136	21 PAY 22 ADJ LEVY	11,500.63
1103	**FY 2022 IOR TIER 1 LEVY ADJ** FY 2022 LOC OPT TIER 1 AUTH (FROM FY 2022 GENERAL EDUC REVENUE REPORT, LINE 200)	341,829.42	1121	21 PAY 22 ADJ LIMIT	10,704.79	1137	FY 2022 1ST TIER REF LEVY ADJUSTMENT = ((1134)-(1136)) =	2,135.61-
1104	20 PAY 21 LIMIT	332,285.40	1122	21 PAY 22 ADJ LEVY	10,704.79	1138	**FY 2022 2ND TIER REF LEVY ADJ** FY 2022 2ND TIER REF LEVY AUTH (FROM FY 2022 GENERAL EDUC REV RPT, LINE 242)	
1105	20 PAY 21 LEVY	332,285.40	1123	FY 2022 EQUITY LEVY ADJUSTMENT = ((1120)-(1122)) =	1,154.65-	1139	PAY 21 LIMIT BEFORE TBRA AND HOLD HARM ADJ (FROM PAY 22 LEVY REPORT, LINE 1038)	
1106	TOTAL ADJUST TO PAY 21 IOR OPTIONAL LEVY AUTH = ((1103)-(1104)) =	9,544.02	1124	FY 2022 TRANSITION LEVY ADJ** (FROM FY 2022 GENERAL EDUC REVENUE REPORT, LINE 215)	4,423.68	1140	PAY 21 LEVY BEFORE TBRA AND HOLD HARM ADJ (FROM PAY 22 LEVY REPORT, LINE 1039)	
1107	21 PAY 22 ADJ LIMIT	11,720.47	1125	20 PAY 21 LIMIT	4,300.16	1141	TOTAL ADJUST TO PAY 21 2ND TIER REF LEVY AUTH	
1108	21 PAY 22 ADJ LEVY	11,720.47	1126	20 PAY 21 LEVY	4,300.16	1142	21 PAY 22 ADJ LIMIT	
1109	FY 2022 IOR OPTIONAL LEVY ADJUSTMENT = ((1106)-(1108)) =	2,176.45-	1127	TOTAL ADJUST TO PAY 21 TRANSITION LEVY AUTH = ((1124)-(1125)) =	123.52	1143	21 PAY 22 ADJ LEVY	
1110	**FY 2022 IOR TIER 2 LEVY ADJUST** FY 2022 LOC OPT LEVY AUTH (FROM FY 2022 GENERAL EDUC REVENUE REPORT, LINE 202)	833,616.96	1128	21 PAY 22 ADJ LIMIT	151.68	1144	FY 2022 2ND TIER REF LEVY ADJUSTMENT	
1111	20 PAY 21 LIMIT	810,342.02	1129	21 PAY 22 ADJ LEVY	151.68			
1112	20 PAY 21 LEVY	810,342.02	1130	FY 2022 TRANSITION LEVY ADJUSTMENT = ((1127)-(1129)) =	28.16-			
1113	TOTAL ADJUST TO PAY 21 IOR OPTIONAL LEVY AUTH = ((1110) - (1111))	23,274.94	1131	FY 2022 1ST TIER REF LEVY AUTH (FROM FY 2022 GENERAL EDUC REVENUE REPORT, LINE 240)	335,418.07			
1114	21 PAY 22 ADJ LIMIT	28,582.61	1132	PAY 21 LIMIT BEFORE TBRA AND HOLD HARM ADJ (FROM PAY 22 LEVY REPORT, LINE 1030)	326,053.05			
1115	21 PAY 22 ADJ LEVY	28,582.61						
1116	FY 2022 IOR OPTIONAL LEVY ADJUSTMENT = ((1113) - (1115))	5,307.67-						

FY 2022 UNEQUAL REF LEVY ADJ
 FY 2022 LOR TBR A ADJUST
 FY 2022 LOR TIER 1 HOLD
 FY 2022 INTEGRATION ADJUSTMENT

1145 FY 2022 UNEQUAL REF LEVY AUTH
 (FROM FY 2022 GENERAL
 EDUC REVENUE REPORT,
 LINE 244)
 1158 FY 2022 ALLOC OF TBR A
 TO LOR TIER 1 LEVY
 (FROM FY 2022 GENERAL
 REVENUE REPORT,
 LINE 254)
 1172 FY 2022 LOR TIER 1 HOLD
 HARMLESS ADJUSTMENT
 1173 21 PAY 22 ADJ LIMIT
 1174 21 PAY 22 ADJ LEVY
 1175 FY 2021 TIER 1 HOLD HARM
 ADJUSTMENT

1146 PAY 21 LIMIT BEFORE
 TBR A AND HOLD HARM ADJ
 (FROM PAY 22 LEVY
 REPORT, LINE 1054)
 1159 ALLOCATION OF TBR A
 (FROM PAY 21 LEVY RPT,
 LINE 296)
 1173 21 PAY 22 ADJ LIMIT
 1174 21 PAY 22 ADJ LEVY
 1175 FY 2021 TIER 1 HOLD HARM
 ADJUSTMENT

1147 PAY 21 LEVY BEFORE
 TBR A AND HOLD HARM ADJ
 (FROM PAY 22 LEVY
 REPORT, LINE 1055)
 1160 FY 2022 ALLOCATION OF TBR A
 LOR LEVY TIER 1 ADJUSTMENT
 = (1158)-(1159) =
 1176 FY 2022 INTEG LEVY AUTH
 (FROM INTEGRATION REVENUE
 REPORT, LINE 20)
 1177 20 PAY 21 LIMIT
 1178 20 PAY 21 LEVY

1148 TOTAL ADJUST TO PAY 21
 UNEQUAL REF LEVY AUTH
 1161 21 PAY 22 ADJ LIMIT
 1162 21 PAY 22 ADJ LEVY
 1163 FY 2022 LOR TIER 1 TBR A
 LEVY ADJUSTMENT
 1176 FY 2022 INTEG LEVY AUTH
 (FROM INTEGRATION REVENUE
 REPORT, LINE 20)
 1177 20 PAY 21 LIMIT
 1178 20 PAY 21 LEVY

1149 21 PAY 22 ADJ LIMIT
 1150 21 PAY 22 ADJ LEVY
 1151 FY 2022 UNEQUAL REF
 LEVY ADJUSTMENT
 1179 TOTAL ADJUSTMENT

FY 2022 TBR A ALLOCATION ADJ
 TO VOTER-APPROVED LEVIES
 1164 FY 2022 ALLOC OF HOLD HARM
 (FROM FY 2022 GENERAL
 EDUC REVENUE REPORT,
 LINE 283 TO 285)
 1180 21 PAY 22 ADJ LIMIT
 1181 21 PAY 22 ADJ LEVY
 1182 FY 2022 INTEGRATION
 ADJUSTMENT LIMIT

1152 FY 2022 ALLOC OF TBR A
 TO VTR-APPR REF LEVIES
 (FROM FY 2022 GENERAL
 EDUC REVENUE REPORT,
 LINES 255 TO 257)
 1165 PAY 21 HOLD HARM ALLOC
 (FROM PAY 21 LEVY RPT,
 LINE 313 TO 315)
 1183 FY 2022 EXPEND ACTUAL
 1184 REEMPLOY LEVY AUTH
 = 100% OF (1183) =

1153 PAY 21 ALLOC OF TBR A
 TO VOTER-APPR REF LEVY
 (FROM PAY 21 LEVY RPT,
 LINES 297 TO 300)
 1166 FY 2022 HOLD HARM TOTAL
 = (1165)-(1164) =
 1185 21 PAY 22 LIMIT
 1186 21 PAY 22 LEVY
 1187 FY 2022 REEMPLOY ADJUST
 = ((1184)-(1185)) =

1154 FY 2022 TBR A ALLOCATION
 TOTAL ADJUSTMENT
 = (1153)-(1152) =
 FY 2022 LOR TIER 1 HOLD
 HARMLESS ADJUSTMENT
 1187 FY 2022 SAFE SCHOOLS ADJUST**

1155 21 PAY 22 ADJ LIMIT
 1156 21 PAY 22 ADJ LEVY
 1157 FY 2022 TBR A ALLOC
 LEVY ADJUSTMENT
 1170 FY 2022 ALLOC OF HOLD HARMLESS
 TO LOR TIER 1 LEVY
 (FROM FY 2022 GENERAL
 EDUC REVENUE REPORT,
 LINES 282)
 1188 SAFE SCH IVY REQUEST
 2021-22 ADJ PU (ACT)

1171 PAY 21 TIER 1 HOLD
 HARMLESS LEVY
 (FROM PAY 22 LEVY RPT,
 LINES 312)
 1189 FY 2022 SAFE SCHOOLS
 AUTH \$36X(54) =

96,068.64
 96,068.64
 96,068.64
 96,068.64
 2,684.82
 96,653.52

FY 2022 SAFE SCHOOLS ADJ CONT.
 FY 2022 LTFM EQUAL ADJ CONT.
 FY 2022 CAREER TECHNICAL ADJ

1190 20 PAY 21 LIMIT 98,078.40 1206 20 PAY 21 LIMIT 417,002.12 1227 FY 2022 CAREER TECH LEVY AUTHORITY
 1191 20 PAY 21 LEVY 98,078.40 1207 20 PAY 21 LEVY 417,002.12 (FY 2022 CTE AID REPORT LINE 21)
 1192 FY 2022 SAFE SCH ADJUST = ((1192)-(1194)) = 1,424.88- 1208 TOTAL ADJUSTMENT = (1205)-(1207) = 6,058.20-

FY 2022 SAFE SCHOOLS
 INTERMEDIATE ADJUST
 1193 SAFE SCH INTERMEDIATE LEVY ALLOW
 54 2021-22 ADJ PU (ACT) 2,684.82 1213 FY 2022 EQUAL LIMIT ADJUST = (1209)+(1211) = 4,438.80-
 1194 FY 2022 SAFE SCHOOLS INTERMEDIATE AUTHORITY = (1193)X(54) = 145,199.72 1214 FY 2022 EQUAL LEVY ADJUST = (1210)+(1212) = 4,438.80-

1195 20 PAY 21 LIMIT 1211 22 PAY 23 ADJ LIMIT 2,448.99 1230 FY 2022 CAREER TECH ADJUSTMENT = ((1227)-(1229)) = 78,848.93-
 1196 20 PAY 21 LEVY 1212 22 PAY 23 ADJ LEVY 2,448.99
 1197 FY 2022 SAFE SCHOOLS INTERMEDIATE ADJUST 1216 **FY 2022 LTFM UNEQUAL LEVY ADJ**
 FY 2022 ALTERNATE TEACHER
 COMPENSATION LEVY ADJUST 1216 FY 2022 EST LTFM UNEQUALIZED LEVY AUTH (FROM FY 2022 WEBSITE REPORT, LINE 64)

1198 FY 2022 ALT COMP LEVY AUTH 1217 20 PAY 21 LIMIT 1232 21 PAY 22 LIMIT 103,377.00
 (FROM FY 2022 GENERAL EDUC REVENUE REPORT, LINE 317) 1218 20 PAY 21 LEVY 1233 21 PAY 22 LEVY 103,377.00
 1199 20 PAY 21 LIMIT 1219 TOTAL ADJUSTMENT 1234 FY 2022 HEALTH BENEFITS ADJUST = ((1234)-(1235)) = 4,725.46
 1200 20 PAY 21 LEVY 1220 21 PAY 22 ADJ LIMIT 1235 FY 2022 ACTUAL COST (FIN 797+OBJ 291)

1201 TOTAL ADJUST TO PAY 21 ALT COMP LEVY AUTH 1222 22 PAY 23 ADJ LIMIT 1236 PRORATION FACTOR TO REFLECT STATEWIDE CAP 1.00000000
 1202 21 PAY 22 ADJ LIMIT 1223 22 PAY 23 ADJ LEVY 1237 PRORATED ANNUAL OPEB LEVY AUTH
 1203 21 PAY 22 ADJ LEVY 1224 FY 2022 UNEQUAL LIMIT ADJUST = (1220)+(1222) = 1238 22 PAY 23 LIMIT 1239 22 PAY 23 LEVY 1240 FY 2022 ANNUAL OPEB ADJUSTMENT (NO ADJUSTMENT)
 1204 FY 2022 ALT TEACH COMP LEVY ADJUST 1225 FY 2022 UNEQUAL LEVY ADJUST = (1221)+(1223) =

FY 2022 LTFM EQUALIZED LEVY ADJ
 1205 FY 2022 EST LTFM EQUALIZED LEVY AUTHORITY (FROM FY 2022 WEBSITE REPORT, LINE 63) 410,943.92
 1226 FY 2022 LTFM UNEQUALIZED LEVY ADJUST

PAY 21 LEASE LEVY ADJUST

FY 2021 AND FY 2022 LEASE COST WITH A PAY 21 LEVY (PAY 22 LEASE LEVY FOR FY 2022 & 2023 LEASE COSTS WILL BE ADJUSTED NEXT YEAR)*
 FY 2022 NET LEASE COSTS
 FY 2022 NET LEASE COSTS

1300	PAY 20 OPER INTERMED	1329	PAY 22 OPER INTERMED	1347	FY 2022 ADJUSTED COSTS	
1301	PAY 20 CAP INTERMED	1330	PAY 22 CAP INTERMED		(PAY 21) = (1328) -	
1302	PAY 20 TIERS CAPITAL	1331	PAY 22 OPER JOINT		(1323)-(1324)+(1346)=	
1303	PAY 20 OPER JOINT	1332	PAY 22 OPER NON-J ADM	1348	PAY 21 ADJUSTED NET	98,256.75
1304	PAY 20 OPER NON-J ADM	1333	PAY 22 OPER NON-J OTH		LEASE COSTS	
1305	PAY 20 OPER NON-J	1334	PAY 22 CAPITAL JOINT		= (1343)+(1347) =	
1306	PAY 20 CAPITAL JOINT	1335	PAY 22 CAP NON-J ADM	1349	DIST'S SHARE OF PAY 21	
1307	PAY 20 CAP NON-J ADM	1336	PAY 22 CAP NON-J OTH		LEASE COSTS FOR THE	
1308	PAY 20 CAPITAL NON-J				INTERMEDIATE DISTRICTS	
1309	FY 2021 COSTS (PAY 20)				= (1310)+(1311)	
	SUM (1300) TO (1308)=				+(1319)+(1320) =	2,684.82

1310	PAY 21 OPER INTERMED	1340	PAY 20 OPER NON-J	1351	INTERM LEASE AUTH = ISR	
1311	PAY 21 CAP INTERMED		LEASE COST LIMITED		OF (1349) OR (1350) =	
1312	PAY 21 OPER JOINT		BY FY 2021 UFARS	1352	INTERM DIST CARRYOVER	
1313	PAY 21 OPER NON-J ADM		ISR (1305) OR (1339)=		TO REGULAR LEASE AUTH	
1314	PAY 21 OPER NON-J OTH	1341	REMAIN FY 2021 UFARS		= (1349)-(1351)=	174,513.30
1315	PAY 21 CAPITAL JOINT		= GREATER OF ZERO OR			
1316	PAY 21 CAP NON-J ADM		[(1339)-(1340)] =	1353	PAY 21 LEASE COST	98,256.75
1317	PAY 21 CAP NON-J OTH	1342	PAY 21 OPER NON-J		UNDER REGULAR AUTH	
			LEASE COST LIMITED	54	2021-22 ADJ PU (ACT)	2,684.82
1318	FY 2021 COSTS (PAY 21)		BY FY 2021 UFARS	1354	PAY 21 PUPIL UNIT MAX	
	SUM (1310) TO (1317)=		= ISR [(1313)+(1314)]		AUTH = \$212X(54) =	569,181.84
			OR (1341) =	1355	PAY 21 COMMISSIONER	
					APPROVED LIMIT	

1319	PAY 21 OPER INTERMED	1343	FY 2021 ADJUSTED COSTS	**FY 2022 NET LEASE COSTS**		
1320	PAY 21 CAP INTERMED		(PAY 21) = (1318) -			
1321	PAY 21 TIERS CAPITAL		(1313)-(1314)+(1342)=			
1322	PAY 21 OPER JOINT					
1323	PAY 21 OPER NON-J ADM					
1324	PAY 21 OPER NON-J OTH	1344	TOTAL FY 2022 OPER	1356	REGULAR MAX AUTHORITY	569,181.84
1325	PAY 21 CAPITAL JOINT		NON-J NET LEASE COSTS		= GTR OF (1354)	
1326	PAY 21 CAP NON-J ADM		FOR (PAY 21)	1357	TOTAL PAY 21 REGULAR	
1327	PAY 21 CAP NON-J OTH		= (1323)+(1324) =		LEASE LEVY AUTHORITY	
					= ISR OF (1353)	
1328	FY 2022 COSTS (PAY 21)	1345	ACTUAL FY 2022 UFARS		OR (1356) =	98,256.75
	SUM (1319) TO (1327)=		LEASE COSTS	1358	TOTAL PAY 21 REGULAR &	
			(FUND 1, OBJECT 370)		INTERM LEASE LEVY AUTH	
					= (1351)+(1357) =	98,256.75-
		1346	PAY 21 OPER NON-J			
			LEASE COST LIMITED			
			BY FY 2022 UFARS			
			=ISR(1344) OR (1345)=			

FY 2022 NET LEASE COSTS

1359	20 PAY 21 LIMIT	101,056.75	1371	SCH TAX ADJUSTMENT	1384	GENERAL NTC OTHER	224,604.18-
1360	20 PAY 21 LEVY	101,056.75		(FROM STR ADJUST		= (758)+(1068)+(1072)	
				REPORT, LINE 14)		+ (1182)+(1187)+(1192)	
1361	PAY 21 LEASE LEVY		1372	OTHER ADJUST, GEN		+ (1197)+(1204)+(1230)	
	LIMITATION ADJUSTMENT	199,313.50-		RMV OTHER (MEMO)		+ (1234)+(1240)+(1364)	
	= (1358) - (1360) =					+ (1365)+(1366)+(1380)	

CAPITAL RELATED ADJ SUMMARY

1003	FY 2024 OPER CAP ADJ	205.38	1373	TOTAL OTHER ADJUST	1385	TOTAL GENERAL LEVY	
1102	FY 2022 OPER CAP ADJ	304.99-		GEN OTHER RMV = (1370)		LIMITATION ADJUSTMENT	
1076	FY 2024 LTFM EQ ADJ	40,850.14-		+ (1371)+(1372) =		= (1381)+(1382)	466,587.63-
1080	FY 2024 LTFM UNEQ ADJ		1374	SCH TAX ADJUSTMENT		+ (1383)+(1384) =	
1081	FY 2024 H&S REBATES			(FROM STR ADJUST			
1088	FY 2023 LTFM EQ ADJ	3,241.82-		REPORT, LINE 23)			
1095	FY 2023 LTFM UNEQ ADJ		1375	OTHER ADJUST, GEN NTC			
1215	FY 2022 LTFM EQ ADJ	1,619.40-		VOTER APPROVED (MEMO)			
1226	FY 2022 LTFM UNEQ ADJ		1376	TOTAL OTHER ADJUST	1400	FY 2024 REVISED ECFE LEVY	
1361	PAY 21 LEASE LEVY ADJ	199,313.50-		GEN NTC VOTER APPR		AUTH (FROM FY 2024 ECFE	33,482.73
1362	LEASE LEVY ADJ (MEMO)			= (1374)+(1375) =		AID REPORT, LINE 1.7)	
1363	OTHER CEX ADJ (MEMO)		1377	TIF ADJUST (MEMO)	1401	22 PAY 23 LIMIT	35,201.68
					1402	22 PAY 23 LEVY	35,201.68
1364	TOTAL CAPITAL RELATED		1378	SCH TAX ADJUSTMENT	1403	FY 2024 EARLY CHLD	
	LEVY LIMIT ADJUSTMENT	245,124.47-		(FROM STR ADJUST		FAMILY ADJUST	
	= (1003)+(1102)+(1076)+			REPORT, LINE 28)		= ((1400)-(1402)) =	1,718.95-
	(1080)+(1081)+(1088)+		1379	OTHER ADJUST, GEN	1404	**FY 2022 HOME VISITING	
	(1095)+(1215)+(1226)+			NTC OTHER (MEMO)		FY 2022 HOME VISITING	
	(1361)+(1362)+(1363) =		1380	TOTAL OTHER ADJUST,		FINAL ADJUSTMENT	670.65
				GEN NTC OTHER		(FROM FY 2022 HOME VISITING	
				= (1377)+(1378)		AID REPORT, LINE 8)	
				+ (1379) =			782.35

OTHER GENERAL LIMITATION ADJ

758	GENERAL FUND LEVY ADJ		1381	GENERAL RMV VOTER APPROVED	1405	20 PAY 21 LIMIT	782.35
	FOR FAC & EQUIP BONDS			= (1031)+(1039)+(1047)	1406	20 PAY 21 LEVY	782.35
				+ (1053)+(1062)+(1137)			
				+ (1144)+(1151)+(1157)			
				+ (1169)+(1369) =			

DEBT SURPLUS TRANSFER (MEMO)

1366	DEBT SURPLUS TRANSFER		1382	GENERAL RMV OTHER	1407	FY 2022 HOME VISIT	111.70-
	(MEMO)			= (1011)+(1015)+(1019)		ADJUSTMENT	
				+ (1023)+(1055)+(1064)		= ((1404)-(1406)) =	
				+ (1109)+(1116)+(1123)			
				+ (1130)+(1163)+(1175)			
				+ (1373) =			

OTHER ADJUST, GEN RMV VOTER APPROVED (MEMO)

1368	OTHER ADJUST, GEN RMV		1383	GENERAL NTC VOTER	1408	FY 2022 AUTHORITY (FROM	
	VOTER APPROVED (MEMO)			= (1376) =		UFARS EXPENDITURES)	

TOTAL OTHER ADJUST GEN RMV VOTER APPR = (1367)+(1368) =

1369	TOTAL OTHER ADJUST						
	GEN RMV VOTER APPR						
	= (1367)+(1368) =						

MAINT PU VAR (MEMO)

1370	MAINT PU VAR (MEMO)						
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COMMUNITY SERVICE ADJUST

1412 ***ADULTS W/DISABILITIES***
 ADJUST
 1710 21 PAY 22 LIMIT
 1711 21 PAY 22 LEVY
 1712 TOTAL ADJUSTMENT
 ADJ=(1709)-(1710)=

1413 SCH TAX ADJUSTMENT
 (FROM STR ADJUST
 REPORT, LINE 33)
 1713 22 PAY 23 ADJ LIMIT
 1714 22 PAY 23 ADJ LEVY
 1715 FY 2023 LTFM DEBT LEVY
 ADJ=(1712)-(1713)=

1414 OTHER ADJUST (MEMO)
 1715
 FY 2022 LTFM DEBT LEVY ADJUST
 1905 TOTAL ADJUSTMENT
 NON-VOTER APPROVED
 =(1903)+(1904) =

1415 TOTAL OTHER ADJUST
 =(1413)+(1414)=
 1716 FY 2022 EST LTFM
 DEBT LEVY AUTHORITY
 (FROM WEBSITE
 FY 2022 RPT, LINE 59)
 1717 20 PAY 21 LIMIT
 1718 20 PAY 21 LEVY
 1719 TOTAL ADJUSTMENT
 =(1716)-(1717) =

1416 TOTAL COMMUNITY SERVICE
 LIMITATION ADJUSTMENT
 =(1403)+(1407)+(1411)
 + (1412)+(1415) = 1,830.65-
 GENERAL DEBT SERVICE ADJUST
 1720 21 PAY 22 ADJ LIMIT
 1721 21 PAY 22 ADJ LEVY
 1722 22 PAY 23 ADJ LIMIT
 1723 22 PAY 23 ADJ LEVY
 1724 FY 2022 DEBT LIMIT ADJUST
 =(1720)+(1722) =
 1725 FY 2022 DEBT LEVY ADJUST
 =(1721)+(1723) =

1700 REDUCTION DEBT SERVICE
 EXCESS, VOTER APPROVED
 =(760) X-1 =
 1701 OTHER ADJUST (MEMO)
 VOTER APPROVED
 1720 21 PAY 22 ADJ LIMIT
 1721 21 PAY 22 ADJ LEVY
 1722 22 PAY 23 ADJ LIMIT
 1723 22 PAY 23 ADJ LEVY
 1724 FY 2022 DEBT LIMIT ADJUST
 =(1720)+(1722) =
 1725 FY 2022 DEBT LEVY ADJUST
 =(1721)+(1723) =

1701 OTHER ADJUST (MEMO)
 VOTER APPROVED
 1720 21 PAY 22 ADJ LIMIT
 1721 21 PAY 22 ADJ LEVY
 1722 22 PAY 23 ADJ LIMIT
 1723 22 PAY 23 ADJ LEVY
 1724 FY 2022 DEBT LIMIT ADJUST
 =(1720)+(1722) =
 1725 FY 2022 DEBT LEVY ADJUST
 =(1721)+(1723) =

1702 TOTAL DEBT SERV ADJUST
 VOTER APPROVED
 =(1700)+(1701) =
 1726 FY 2022 LTFM DEBT LEVY
 ADJ=(1719)-(1724) =
 1727 TOTAL DEBT SERV ADJUST
 NON-VOTER APPROVED
 =(1703)+(1704)+
 (1708)+(1715)+(1726) =

1703 REDUCTION DEBT SERVICE
 EXCESS, NON-VOTER
 APPROV = (761) X -1 =
 1724 FY 2022 DEBT LIMIT ADJUST
 =(1720)+(1722) =
 1725 FY 2022 DEBT LEVY ADJUST
 =(1721)+(1723) =

1704 OTHER ADJUST (MEMO)
 NON-VOTER APPROVED
 1720 21 PAY 22 ADJ LIMIT
 1721 21 PAY 22 ADJ LEVY
 1722 22 PAY 23 ADJ LIMIT
 1723 22 PAY 23 ADJ LEVY
 1724 FY 2022 DEBT LIMIT ADJUST
 =(1720)+(1722) =
 1725 FY 2022 DEBT LEVY ADJUST
 =(1721)+(1723) =

1705 FY 2024 EST LTFM
 DEBT LEVY AUTHORITY
 (FROM WEBSITE
 FY 2024 RPT, LINE 59)
 1720 21 PAY 22 ADJ LIMIT
 1721 21 PAY 22 ADJ LEVY
 1722 22 PAY 23 ADJ LIMIT
 1723 22 PAY 23 ADJ LEVY
 1724 FY 2022 DEBT LIMIT ADJUST
 =(1720)+(1722) =
 1725 FY 2022 DEBT LEVY ADJUST
 =(1721)+(1723) =

1706 22 PAY 23 LIMIT
 1707 22 PAY 23 LEVY
 1708 FY 2024 LTFM DEBT LEVY
 ADJ=(1705)-(1706) =
 1900 REDUCTION DEBT EXCESS,
 VOTER APPROV = GTR OF
 [(920)OR(923)] X-1 =

1709 FY 2023 EST LTFM
 DEBT LEVY AUTHORITY
 (FROM WEBSITE
 FY 2023 RPT, LINE 59)
 1901 OTHER OPEB DS ADJUST
 (MEMO) VOTER APPROVED

1902 TOTAL OPEB DEBT SERV
 ADJ VOTER APPROVED
 =(1900)+(1901) =
 1903 REDUCTION DEBT EXCESS,
 NON-VOTER =GTR OF
 [(921)OR(924)]X-1 =

1904 OTHER OPEB DS ADJUST
 (MEMO)NON-VOTER APPR
 1905 TOTAL ADJUSTMENT
 NON-VOTER APPROVED
 =(1903)+(1904) =

2000 SCHOOL TAXES ABATED
 IN 2022
 2001 SCHOOL TAXES ADDED
 IN 2022
 2002 NET CHANGE IN SCHOOL
 TAXES
 =(2000)+(2001) =
 2003 ABATEMENT RECOVERY
 REVENUE [GTR OF ZERO
 OR -1X(2002)]
 2023 FY 2024 ABATEMENT AID
 2004 INITIAL ABATEMENT LEVY
 ADJUSTMENT
 =(2003)-(2023) =

PAY 21 CERTIFIED LEVY PLUS
 AUDITOR ADJUSTMENT BY FUND
 2005 GENERAL
 2006 COMMUNITY SERVICE
 2007 GENERAL DEBT SERVICE
 2008 OPEB DEBT SERVICE
 2009 TOTAL

1,674,875.72
 1,605,112.89
 578,673.51
 3,858,662.12
 302.96

CERTIFIED LEVY RATIO BY FUND
 2010 GENERAL = (2005)/(2009) = .73399087 2029 GENERAL = (2028) - (2030) 2051 GENERAL = (2043) - (2047) **CARRY-OVER ABATEMENT LEVY LIM**
 2011 COMMUNITY SERVICE = (2006)/(2009) = 2030 COMMUNITY SERVICE = (2031) - (2032) = - (2031) - (2032) = (ZERO IF NO LEVY AUTHORITY IN FUND)
 2012 GEN DEBT SERVICE = (2007)/(2009) = 2031 GENERAL DEBT SERVICE = (2028) X (2011) = 2052 OR MEMO COMMUNITY SERVICE = (2044) - (2048)
 2013 OPEB DEBT SERVICE = (2008)/(2009) = 2032 OPEB DEBT SERVICE = (2028) X (2012) = 2053 OR MEMO GENERAL DEBT SERVICE = (2045) - (2049)
 2014 TOTAL = 1.00000000 2036 OPEB DEBT SERVICE = (2027) + (2032) + (2036) = 2054 OPEB DEBT SERVICE = (2046) - (2050)
 TOTAL = 1.00000000 2055 TOTAL

ABATEMENT AID BY FUND (FROM
 PART III OF FY 2024 ABATE AID RPT)
 2015 GENERAL 330.43 2033 GENERAL 2033 2056 SCHOOL TAXES ABATED
 2016 COMMUNITY SERVICE 451.13 2034 COMMUNITY SERVICE 2034 2057 IN 1ST 6 MO OF 2023
 2017 GENERAL DEBT SERVICE 781.56 2035 GENERAL DEBT SERVICE 2035 2058 SCHOOL TAXES ADDED
 TOTAL 781.56 2036 OPEB DEBT SERVICE 2036 2058 IN 1ST 6 MO OF 2023
 NET CHANGE IN SCHOOL
 TAXES (2056) + (2057) 705.55-
 2019 EST FY 2024 ABATEMENT
 AID PRORATION FACTOR 1.00000000 2059 TOTAL ADVANCE ABATE
 LEVY AUTHORITY (GTR OF
 ZERO OR -1X(2058)) 705.55

PRORATED ABATEMENT AID BY FUND
 2020 GENERAL = (2019) X (2015) = 330.43 2038 GENERAL = (2024) + (2029) + (2033) = 140.32 2060 GENERAL = (2059)
 2021 COMMUNITY SERVICE = (2019) X (2016) = 2039 COMMUNITY SERVICE = (2025) + (2030) + (2034) = 2061 - (2061) - (2062) - (2063)
 2022 GENERAL DEBT SERVICE = (2019) X (2017) = 451.13 2040 GENERAL DEBT SERVICE = (2026) + (2031) + (2035) = 2062 GENERAL DEBT SERVICE = (2059) X (2012) = 293.49
 TOTAL 781.56 2041 OPEB DEBT SERVICE = (2027) + (2032) + (2036) = 162.64 2063 OPEB DEBT SERVICE = (2059) X (2013) = 105.81
 2042 TOTAL 302.96 2059 TOTAL

INITIAL ABATE LEVY ADJ BY FUND
 (ZERO IF NO LEVY AUTHORITY IN FUND)
 2024 GENERAL = (2003) - (2023) - (2025) - (2026) - (2027) = 140.32 **CARRY-OVER ABATE LEVY AUTHORITY**
 2025 COMMUNITY SERVICE [(2003) X **PAY 23 REGULAR ABATEMENT LIMIT**
 (2011)] - (2021) = 2043 GENERAL 180.24
 2026 GENERAL DEBT SERV DBT [(2003) X 2044 COMMUNITY SERVICE 2044 2064 GENERAL 322.17
 (2012)] - (2022) = 2045 GENERAL DEBT SERVICE 2045 2065 COMMUNITY SERVICE 345.45
 OPEB DEBT [(2003) X 2046 OPEB DEBT SERVICE 2046 2066 GENERAL DEBT SERVICE 141.15
 (2013)] = 162.64 2067 OPEB DEBT SERVICE 808.77
 TOTAL = (2003) - (2023) 302.96

ABATEMENT INTEREST ADJUSTMENT
 2028 ABATEMENT INTEREST 2047 GENERAL 180.24
 DEDUCTED FROM TAX 2049 GENERAL DEBT SERVICE .09
 SETTLEMENTS IN 2022 2050 OPEB DEBT SERVICE 338.92

ADVANCE ABATE ADJUST BY FUND
 (ZERO IF NO LEVY AUTHORITY IN FUND)

2069 GENERAL=(2059)-(2068)-
 (2070)-(2071)-(2072)= 15.92-

2070 COMMUNITY SERVICE
 =(2061)-(2065)=

2071 GENERAL DEBT SERVICE
 =(2062)-(2066)= 51.96-

2072 OPEB DEBT SERVICE
 =(2063)-(2067)= 35.34-

2073 TOTAL 103.22-

TOTAL INITIAL LEVY LIMITATION
 SUMMARY BEFORE OFFSETTING ADJUST

3000 GENERAL RMV
 VOTER APPROVED
 =(506)+(1381) = 352,123.77

3001 GENERAL RMV OTHER
 =(507)+(1382) = 1,437,623.35

3002 GENERAL NTC VOTER APPROVED
 =(508)+(1383) =

3003 GENERAL NTC OTHER
 +(509)+(1384)+(2038)
 +(2051)+(2069) = 642,792.37

3004 TOTAL GENERAL FUND
 INITIAL LEVY LIMITATION
 =(3000)+(3001)
 +(3002)+(3003) = 2,432,539.49

COM SERV INITIAL LEVY SUMMARY

3005 TOTAL COMMUNITY SERVICE
 FUND INITIAL LEVY LIMITATION
 =(639)+(1416)+(2039)
 +(2052)+(2070) = 93,826.10

GEN DBT SERV INITIAL LEVY SUMMARY

3006 GEN DEBT SERVICE
 VOTER APPROVED
 =(810)+(1702)+(2040)
 +(2053)+(2071) = 2,267,598.55

3007 GEN DEBT SERVICE
 OTHER
 =(811)+(1727)+(2040)
 +(2053)+(2071) =

GEN DBT SERV INI SUMMARY CONT.

3008 TOTAL DEBT SERVICE FUND
 INITIAL LEVY LIMITATION
 =(3006)+(3007) = 2,267,598.55

OPEB/PENSION DEBT SVC INITIAL
 LEVY SUMMARY**

3009 OPEB/PENSION DEBT
 SERVICE VOTER APPROVED
 =(902)+(1900)+(2041)
 +(2054)+(2072) =

3010 OPEB/PENSION DEBT
 SERVICE OTHER
 =(907)+(1903)+(2041)
 +(2054)+(2072) = 816,530.30

3011 TOTAL OPEB/PENSION DEBT
 SERVICE FUND INITIAL
 LEVY LIMITATION
 =(3009)+(3010) = 816,530.30

OFFSETTING ADJUSTMENTS
 (COUNTY AUDITORS CANNOT SPREAD
 LEVIES BASED ON A NEGATIVE TAX RATE.
 TOTAL LEVY LIMITATIONS BY TRUTH IN
 TAXATION LEVY/FUND CATEGORY SHOWN ON
 PAGE 30 MUST BE ZERO OR GREATER).

3012 GENERAL
 DEBT SERVICE 28,848.53-

3013 OPEB/PENSION DEBT
 SERVICE

3014 **OFFSET CARRIED FORWARD**

POSITIVE OFFSETTING ADJUSTMENTS
 IN GENERAL AND COM SERV FUNDS

3015 GENERAL RMV VOTER POSITIVE OFFSET
 GTR 0 OR [0-(3000)]

3016 GENERAL RMV OTHER POSITIVE OFFSET
 GTR 0 OR [0-(3001)]

3017 GENERAL NTC VOTER POSITIVE OFFSET
 GTR 0 OR [0-(3002)]

3018 GENERAL NTC OTHER POSITIVE OFFSET
 GTR 0 OR [0-(3003)]

3019 COMMUNITY SERVICE POSITIVE OFFSET
 GTR 0 OR [0-(3005)]

***COLLECT NEGATIVE ADJUSTMENTS**
 IN GENERAL AND COMM ED FUNDS

3020 GEN RMV VOTER
 NEGATIVE OFFSET

3021 GEN RMV OTHER
 NEGATIVE OFFSET

3022 GEN NTC VOTER
 NEGATIVE OFFSET

3023 GEN NTC OTHER
 NEGATIVE OFFSET

3024 COM SERV
 NEGATIVE OFFSET

NET OFFSETTING ADJUSTMENTS
 IN GEN AND COM SERV

3025 GEN RMV VOTER
 NET OFFSET ADJ
 =(3015)+(3020) =

3026 GEN RMV OTHER
 NET OFFSET ADJ
 =(3016)+(3021) =

3027 GEN NTC VOTER
 NET OFFSET ADJ
 =(3017)+(3022) =

3028 GEN NTC OTHER
 NET OFFSET ADJ
 =(3018)+(3023) =

3029 COM SERV
 NET OFFSET ADJ
 =(3019)+(3024) =

POSITIVE OFFSETTING ADJ
 IN GENERAL DEBT SERV FUND

3030 GDS VOTER
 POSITIVE OFFSET
 GTR OF 0 OR [-(3006)]

3031 GDS OTHER
 POSITIVE OFFSET
 GTR OF 0 OR [-(3007)]

COLLECT NEGATIVE ADJUSTMENTS
 IN GENERAL DEBT SERV FUND

NET NEGATIVE ADJ BALANCE
 TO BE CARRIED FORWARD

TACONITE REFERENDUM DATA
 INFORMATION ONLY

3032 GDS VOTER NEGATIVE OFFSET
 3042 GENERAL ADJUST BALANCE FORWARD = (3012)-(3025) = (3026)-(3027)-(3028) = (3029) =
 4000 1983-84 RESIDENT PU 4,764.77
 4001 2011-12 RESIDENT PU 2,927.98
 44 2022-23 RES PU (PRE) 2,678.67
 57 2024-25 ADJ PU (EST) 2,556.40

3033 GDS OTH NEGATIVE OFFSET
 3043 GENERAL DEBT SERVICE ADJUST BALANCE FORWARD = (3013) - (3034) - (3035) = 28,848.53 -
 4002 TACONITE REG REF PU =GTR (4000) OR (44) = 4,764.77
 4003 2011 NET TAX CAPACITY 10,075.606

3034 GDS VOTER NET OFFSET ADJ = (3030)+(3032) =
 3044 OPEB/PENSION DEBT SERVICE ADJUST BALANCE FORWARD = (3040) - (3041) =
 4004 TAC REF REV REDUCT FOR BOTH REG AND ADD REF = (4003)X1.8% = 181,360.91

3035 GDS OTH NET OFFSET ADJ = (3031)+(3033) =
 3045 TOTAL ADJUST BALANCE FORWARD = (3042) + (3043) + (3044) = 28,848.53 -
 FY 2025 TAC REG REF REV (PAY 01 REF LEVY REQ)
 FY 2025 TAC ADD REF REV

3036 OPEB/PENSION DEBT SERVICE VOTER POSITIVE OFFSET GTR OF 0 OR [-(3009)]
 4005 REG FRONT END FORMULA = (4002)X\$175 = 833,834.75
 4006 TAC REG REF REV = GTR 0 OR [(4005)-(4004)] = 652,473.84

POSITIVE OFFSETTING ADJUSTMENT
 IN OPEB/PENSION DEBT SERV FUND

3500 GEN DEBT VOTER APPR 2,267,598.55
 3501 GEN DEBT OTHER

FY 2025 TAC ADD REF REV

3037 OPEB/PENSION DEBT SERVICE OTHER POSITIVE OFFSET GTR OF 0 OR [-(3010)]
 3502 ACT MAX EFF LOAN AID FOR FY 2019 - FY 2023
 4007 FY 13 REF REV ALLOW TAC REF ADD ALLOWANCE = (4007)+\$415 = 415.00-
 4008
 4009 ADD FRONT END FORMULA = (4001)X(4008) =
 4010 TAC ADD BASE = GTR 0 OR [(4009)-(4004)] =
 4011 TAC ADD REF REVENUE = (4010)X22.5% =

3038 OPEB/PENSION DEBT SERVICE VOTER NEGATIVE OFFSET
 3503 PAY 19 - PAY 22 ACT MAX EFF LOAN AID LEVY LIMIT ADJUST (ALL FUNDS) =
 4011

3039 OPEB/PENSION DEBT SERVICE OTHER NEGATIVE OFFSET
 3504 REQUESTED DEBT DEFEASANCE AMOUNT BY END OF FY 2023
 4012 TAC TOTAL REF REV = (4006)+(4011) = 652,473.84
 4013 MAXIMUM EC RESERVE = (57)X\$25 = 63,910.00
 RSYD EARLY CHILDHOOD = LSR OF (4012) OR (4013) = 63,910.00

NET OFFSETTING ADJUSTMENTS
 IN OPEB/PENSION DEBT SERV FUND

3505 BAL AVAIL END FY 2023 (3502)-(3503) =

3040 OPEB/PENSION DEBT SERVICE VOTER NET OFFSET ADJ = (3036)+(3038) =
 3506 GEN DEBT VOTER =
 3507 GEN DEBT OTHER =
 3508 MAX EFF LEVY LIMIT ADJ = (3506)+(3507) =
 3509 MAX EFFORT LOAN AID RETAINED FOR FUTURE USE = (3505)-(3508) =

3041 OPEB/PENSION DEBT SERVICE OTHER NET OFFSET ADJ = (3037)+(3039) =
 3509

FY 2023 TACONITE RECEIPTS
 (FEB 2023 & AUG 2023 PYMT)
 USED TO CALCULATE PAY 24
 LEVY LIMITATION REDUCTION

4015 TAC POT 13.72 CENTS PER TON (INITIAL AMT) 980,860.00

4016 CITY/TWP REPLACEMENT NOT USED THIS YEAR

4017 TAC POT ALLOCATED TO OTHER TAC SCHOOL DIST TO FUND LINE (4027) 31,649.00

4018 TAC POT ALLOCATED TO CITIES AND TOWNSHIPS (SEE SPREADSHEET)

4019 TAC POT RECEIPTS BASE = (4015)-(4016) - (4017)-(4018) = 949,211.00

4020 MINING 3.43 CENTS/TON 186,734.00

4021 TAC RAILR GRANDFATHER

4022 DEBR RVR GRANDFATHER

4023 FY 2023 ELIGIBLE TAC RECEIPTS BASE AMOUNT =SUM (4019) TO(4022)= 1,135,945.00

4024 MAX TAC REDUCT = 95% OF [(4023)+(4018)] 1,079,147.75

4025 TOTAL PAY 22 TAC LEVY LIMIT ADJUST ON LEVY LIMIT & CERTIFICATION 1,135,944.45-

4026 FY 2023 ELIG DIST TAC REPL AMT PLUS PAY 22 TAC LEVY ADJUSTMENT =(4023) + (4025) - (4018) = .55

4027 TAC POT ALLOCATED FROM OTHER TAC SCH DIST FOR PAY 22 LEVY REPLACEMENT [NOT INCL IN (4023)]

4028 TAC PROP TAX RELIEF ACCOUNT TRANSFER FOR PAY 22 LEVY REPLACEMENT [NOT INCL IN (4023)]

4029 FY 2023 ADDITIONAL TAC POT 11 CENTS/TON [NOT INCL IN (4023)]

FY 2023 TACONITE RECEIPT CONF.

4030 FY 2023 TAC BLDG MAINT & REPAIR 4 CENTS/TON [NOT INCL IN (4023)]

4031 COMMUNITY SERVICE 93,826.10

4032 OTHER GENERAL NTC 642,792.37

4033 REDUCED OTHER NTC FOR LIMITED LTFM LEVY 642,792.37

4034 OTHER GENERAL RMV 1,437,623.35

4035 OP REFERENDUM (VOTER) = 50% OF (4035) = 352,123.77

4036 CAP PROJ LIMIT(VOTER) = 50% OF (4037) = 176,061.89

4037 NET OPEB DEBT SERV LEVY 816,530.30

4039 NET OPEB DEBT SERV LEVY 816,530.30

4040 NET OPEB DEBT SERV LEVY FOR VOTER APPR BONDS

4041 NET GEN DEBT SERV LEVY 2,267,598.55

4042 NET GEN DEBT SERV LEVY 2,267,598.55

4043 NET GEN DEBT SERV LEVY FOR VOTER APPR BONDS 1,133,799.28

4044 COM SERV = -1 X (ISR OF (4024) OR (4031)) = 93,826.10-

4045 REMAINING REDUCTION = (4024)+(4045) = 985,321.65

4047 GEN OTH NTC = -1 X (ISR OF (4033) OR (4046)) = 642,792.37-

4048 REMAINING REDUCTION = (4046)+(4047) = 342,529.28

4049 OPEB TACONITE ADJUST NON-VOTER = -1 X (ISR OF (4039) OR (4048)) = 342,529.28-

4050 REMAINING REDUCTION = (4048)+(4049) =

4051 GDS TACONITE ADJUST NON-VOTER = -1 X (ISR OF (4042) OR (4050)) =

LEVY LIMIT SUBJECT TO
 TACONITE ADJUSTMENT CONF.

4052 REMAINING REDUCTION = (4048)+(4051) =

4053 GEN OTH RMV = -1 X (ISR OF (4034) OR (4052)) =

4054 REMAINING REDUCTION = (4052)+(4053) =

4055 OPEB REF = -1 X (ISR OF (4036) OR (4054)) =

4056 REMAINING REDUCTION = (4054)+(4055) =

4057 CAP PROJ = -1 X (ISR OF (4038) OR (4056)) =

4058 REMAINING REDUCTION = (4056)+(4057) =

4059 OPEB DEBT TAC ADJUST VOTER APPR = -1 X (ISR OF (4041) OR (4058)) =

4060 REMAINING REDUCTION = (4058)+(4059) =

4061 GDS TACONITE ADJUST VOTER APPR = -1 X (ISR OF (4044) OR (4060)) =

4062 TOTAL TACONITE LEVY LIMITATION ADJUST = (4045)+(4047)+(4049) + (4051)+(4053)+(4055) + (4057)+(4059)+(4061) = 1,079,147.75-

4063 CITY/TOWNSHIP DISTRIBUTION = (4024)+(4062) =

FY 2025 LEVY, AID & REVENUE SUMMARY
 BY FUND CONTINUES ON PAGE 29

FY 2025 LEVY, AID & REVENUE
 SUMMARY BY FUND (ESTIMATE AT TIME
 (OF PROPOSED LEVY CERTIFICATION)
 GENERAL FUND

5001	GEN RMV VOTER APPROVED =(3000)+(3025) +(4055)=	352,123.77	5014	GEN DEBT SERV OTHER =(3007)+(3035) +(3507)+(4051)=	2,267,598.55	5026	TOTAL AID =(5006)+(5010) +(5016)=	32,632,892.58
5002	GENERAL RMV OTHER =(3001)+(3026) +(4053)=	1,437,623.35	5015	TOTAL DEBT SERVICE FUND LEVY LIMITATION =(5013)+(5014)=	2,267,598.55	5027	TOTAL MAX EFFORT AID USED =(5017)=	
5003	GEN NTC VOTER APPROVED =(3002)+(3027) +(4057)=		5016	TOTAL DEBT SERVICE FUND AID = (438)+ (777)+(797)+(2022) =	5,267,223.12	5029	TOTAL REVENUE =(5008)+(5012) +(5019)+(5024) =	38,243,387.02
5004	GENERAL NTC OTHER =(3003)+(3028) +(4047)=		5017	MAX EFF LOAN AID USED = (3503) -(3506)-(3507)=				
5005	TOTAL GENERAL FUND LEVY LIMITATION =(5001)+(5002)+(5003) +(5004) =	1,789,747.12	5018	TACONITE RECEIPTS =-(4051)-(4061) =				
5006	TOTAL GENERAL FUND AID =(327)+(334)+(339)+ (345)+(346)+(347)+(363) +(388)+(443)+(2020) =	27,191,593.33	5019	TOTAL DEBT SERVICE FUND REVENUE =(5015)+(5016) +(5017)+(5018) =	7,534,821.67			
5007	TACONITE RECEIPTS =-(4047)-(4053) -(4055)-(4057) =	642,792.37	5020	OPEB/PENSION DEBT SERVICE VOTER APPROVED =(3009)+(3040) +(4059) =				
5008	TOTAL GENERAL FUND REVENUE = (5005)+ (5006)+(5007) =	29,624,132.82	5021	OPEB/PENSION DEBT SERVICE OTHER =(3010)+(3041) +(4049) =	474,001.02			
	COMMUNITY SERVICE FUND							
5009	TOTAL COMMUNITY SERVICE FUND LEVY LIMITATION = (3005)+ (3029)+(4045) =		5022	TOTAL OPEB/PENSION DEBT SERVICE FUND LEVY LIMITATION =(5020)+(5021) =	474,001.02			
5010	TOTAL COM SERV FUND AID =(610)+(620)+(625) +(632)+(637)+(2021) =	174,076.13	5023	TACONITE RECEIPTS = -(4049)-(4059) =	342,529.28			
5011	TACONITE RECEIPTS =-(4045) =	93,826.10	5024	TOTAL OPEB/PENSION DEBT SERVICE FUND REVENUE =(5022)+(5023) =	816,530.30			
5012	TOTAL COMM SERV FUND REVENUE = (5009) +(5010)+(5011) =	267,902.23						

TOTAL, ALL FUNDS

I. COMPUTATION OF 2023 PAYABLE 2024 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TAC/MAX EFF ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	396,880.64	44,756.87-	N/A		352,123.77
GEN-RMV OTHER-EXEMP	1,634,849.93	197,226.58-	N/A		1,437,623.35
GEN-NTC VOTER-EXEMP			N/A		
GEN-NTC OTHER-GENED			N/A		
GEN-NTC OTHER-EXEMP	867,272.15	224,604.18-	124.40	N/A	N/A
TOTAL GENERAL	2,899,002.72	466,587.63-	124.40	642,792.37-	1,789,747.12
COM SERV-EXEMP	95,656.75	1,830.65-			93,826.10-
DEBT-VOTER-NONEXEMP	2,267,650.51		51.96-		2,267,598.55
DEBT-OTHER-NONEXEMP					
TOTAL DEBT SERV	2,267,650.51		51.96-		2,267,598.55
OPBB-VOTER-NONEXEMP	816,403.00		127.30		474,001.02
OPBB-OTHER-NONEXEMP					
TOTAL OPBB/PENSION	816,403.00		127.30		474,001.02
TOTAL	6,078,712.98	468,418.28-	199.74	1,079,147.75-	4,531,346.69

II. COMPARISON OF 2022 PAYABLE 2023 LEVY LIMITATION WITH 2023 PAYABLE 2024 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2022 PAY 2023 LIMITATION	2023 PAY 2024 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	1,904,231.75	1,789,747.12	114,484.63-	6.01-
COMMUNITY SERVICE	1,639,288.39	2,267,598.55	628,310.16	38.33
GENERAL DEBT SERVICE	537,114.80	474,001.02	63,113.78-	11.75-
OPBB DEBT SERVICE				
TOTAL	4,080,634.94	4,531,346.69	450,711.75	11.05

III. COMPARISON OF 2022 PAYABLE 2023 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2023 PAYABLE 2024 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2022 PAY 2023 CERTIFIED LEVY + ADJUSTMENTS	2023 PAY 2024 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	1,904,231.75			
COMMUNITY SERVICE	1,639,288.39			
GENERAL DEBT SERVICE	537,114.80			
OPBB DEBT SERVICE				
TOTAL AFTER ADJUSTMENTS	4,080,634.94			

LINE #	LIMITATION COMPONENTS	2022 PAY 2023 LIMITATION	2022 PAY 2023 CERTIFIED LEVY	2023 PAY 2024 LIMITATION	2023 PAY 2024 PROPOSED LEVY	2023 PAY 2024 CERTIFIED LEVY NOTES
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SUBTOTALS BY LEVY CATEGORY						
(5001)	GENERAL-RMV VOTER	353,725.62	353,725.62	352,123.77		
(5002)	GENERAL-RMV OTHER	1,550,506.13	1,550,506.13	1,437,623.35		
(5003)	GENERAL-NTC VOTER					
(5004)	GENERAL-NTC OTHER					
(5009)	COMMUNITY SERV-NTC OTHER					
(5013)	GENL DEBT-NTC VOTER	1,639,288.39	1,639,288.39	2,267,598.55		*1
(5014)	GENL DEBT-NTC OTHER					
(5020)	OPEB DEBT-NTC VOTER					
(5021)	OPEB DEBT-NTC OTHER	537,114.80	537,114.80	474,001.02		*1
SUBTOTALS BY FUND						
(5005)	GENERAL FUND	1,904,231.75	1,904,231.75	1,789,747.12		
(5009)	COMMUNITY SERVICES FUND					
(5015)	GENERAL DEBT SERVICE FUND	1,639,288.39	1,639,288.39	2,267,598.55		
(5022)	OPEB/PENSION DEBT SERVICE FUND	537,114.80	537,114.80	474,001.02		
SUBTOTALS BY TAX BASE						
	REFERENDUM MARKET VALUE	1,904,231.75	1,904,231.75	1,789,747.12		
	NET TAX CAPACITY	2,176,403.19	2,176,403.19	2,741,599.57		
SUBTOTALS BY TRUTH IN TAXATION CATEGORY						
	VOTER APPROVED	1,993,014.01	1,993,014.01	2,619,722.32		
	OTHER	2,087,620.93	2,087,620.93	1,911,624.37		
	TOTAL LEVY	4,080,634.94	4,080,634.94	4,531,346.69		
ALLOWABLE INCREASE						
	ALLOWABLE INCREASE AMOUNT					
	MAXIMUM ALLOWABLE CERTIFIED LEVY					

FOOTNOTES:
 *1 SCHOOL BUILDING BOND AGRICULTURAL CREDIT WILL BE CALCULATED USING THE GENERAL DEBT SERVICE LEVY CATEGORIES
 NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, [HTTP://EDUCATION.STATE.MN.US](http://EDUCATION.STATE.MN.US).

LINE # LIMITATION COMPONENTS
 GENERAL REFER MARKET VALUE VOTER APPROVED:
 2022 PAY 2023
 LIMITATION CERTIFIED LEVY
 2023 PAY 2024
 LIMITATION PROPOSED LEVY
 2023 PAY 2024
 CERTIFIED LEVY NOTES

(314)	1ST TIER RMV REFER	347,328.24	347,328.24	396,880.64	*2
(315)	2ND TIER RMV REFER				*2
(316)	UNEQUALIZED RMV REFER				*2
(1031)	FY 2024 1ST TIER REF ADJUST	.06-	.06-	42,621.26-	*2
(1039)	FY 2024 2ND TIER REF ADJUST				*2
(1047)	FY 2024 UNEQUAL REF ADJUST				*2
(1053)	FY 2024 TBRA ALLOC ADJUST				
(1062)	FY 2024 REF HOLD HARMLESS ADJ	6,397.44	6,397.44	2,135.61-	
(1137)	FY 2022 1ST TIER REF ADJUST				
(1144)	FY 2022 2ND TIER REF ADJUST				
(1151)	FY 2022 UNEQUAL REF ADJUST				
(1157)	FY 2022 TBRA ALLOC ADJUST				
(1169)	FY 2022 REF HOLD HARMLESS ADJ				
(1368)	OTHER RMV REF ADJUST (MEMO)				
(3025)	RMV REF NET OFFSET ADJUST				
(4055)	REFERENDUM TAACONITE ADJUST				
(5001)	TOTAL GENERAL - RMV VOTER APPROVED	353,725.62	353,725.62	352,123.77	

GENERAL REFER MARKET VALUE OTHER:

(311)	1ST TIER LOCAL OPTIONAL	353,967.25	353,967.25	404,466.83	*3
(239)	2ND TIER LOCAL OPTIONAL	863,217.40	863,217.40	856,626.67	*3
(243)	EQUITY	321,390.70	321,390.70	368,522.15	*3
(246)	TRANSITION	4,580.75	4,580.75	5,234.28	*3
(1011)	FY 2024 LOR TIER 1 ADJUST	.05-	.05-	43,435.94-	*3
(1015)	FY 2024 LOR TIER 2 ADJUST	.14-	.14-	105,926.92-	*3
(1019)	FY 2024 EQUITY ADJUST	1,389.28	1,389.28	38,634.68-	*3
(1023)	FY 2024 TRANSITION ADJUST			562.11-	*2
(1053)	FY 2024 LOR TIER 1 TBRA ADJUST				
(1064)	FY 2024 LOR TIER 1 HOLD HARM AD				
(1109)	FY 2022 LOR TIER 1 ADJUST				
(1116)	FY 2022 LOR TIER 2 ADJUST				
(1123)	FY 2022 EQUITY ADJUST	5,876.57	5,876.57	2,176.45-	
(1130)	FY 2022 TRANSITION ADJUST	84.37	84.37	5,307.67-	
(1163)	FY 2022 LOR TIER 1 TBRA ADJUST			1,154.65-	
(1175)	FY 2022 LOR TIER 1 HOLD HARMLES				
(1373)	OTHER ADJ, GEN OTHER RMV				
(3026)	GENERAL OTH RMV NET OFFSET ADJ				
(4053)	GENERAL OTH RMV TAACONITE ADJUST				
(5002)	TOTAL GENERAL - RMV OTHER	1,550,506.13	1,550,506.13	1,437,623.35	

FOOTNOTES:
 *2 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING REFERENDUM EQUALIZATION AID (PRIOR TO TAX BASE REPLACEMENT AID AND REFERENDUM HOLD HARMLESS).
 *3 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING GENERAL EDUCATION AID. FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2024. FOR PAYABLE 2023 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

GENERAL NET TAX CAPACITY VOTER APPROVED:

LINE #	LIMITATION COMPONENTS	2022 PAY 2023 LIMITATION	2022 PAY 2023 CERTIFIED LEVY	2023 PAY 2024 LIMITATION	2023 PAY 2024 PROPOSED LEVY	2023 PAY 2024 CERTIFIED LEVY NOTES
(492)	CAPITAL PROJECT REFERENDUM					
(1376)	OTHER NTC VOTER ADJ					
(4057)	CAPITAL PROT TACONITE ADJ					
(5003)	TOTAL GENERAL - NTC VOTER APPROVED					

LINE #	LIMITATION COMPONENTS	2022 PAY 2023 LIMITATION	2022 PAY 2023 CERTIFIED LEVY	2023 PAY 2024 LIMITATION	2023 PAY 2024 PROPOSED LEVY	2023 PAY 2024 CERTIFIED LEVY NOTES
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INITIAL LEVIES:

(233)	OPERATING CAPITAL	146,365.14	146,365.14	167,991.93		*3
(338)	ALT TEACHER COMP (Q COMP)					*4
(361)	ACHIEVEMENT & INTEGRATION			20,000.00		*5
(365)	FY 2024 REEMPLOYMENT INS	90,756.00	90,756.00	92,030.40		
(367)	SAFE SCHOOLS					
(370)	SAFE SCHOOLS INTERMEDIATE					
(373)	JUDGMENT					
(375)	ICE ARENA					*6
(387)	FY 2024 CAREER TECHNICAL	86,091.24	86,091.24	148,878.14		
(391)	FY 2023 ANNUAL OTHER POST-EMPLOYMENT BENEFITS (OPEB)					
(444)	IF FACILITIES UNEQUAL	383,620.71	383,620.71	391,507.93		*4
(445)	IF FACILITIES EQUAL					
(455)	DISABLED ACCESS					
(489)	BUILDING/LAND LEASE	63,825.00	63,825.00	45,600.00		
(490)	COOP BUILDING REPAIR					
(491)	OTHER CAPITAL (MEMO)					
(494)	CONSOL/TRANSITION					
(495)	REORG OPERATING DEBT					
(496)	FY 2024 HEALTH BENEFITS					
(497)	ADDITIONAL RETIREMENT					
(498)	SEVERANCE					
(499)	ADMINISTRATIVE DISTRICT					
(500)	SWIMMING POOL	1,263.75	1,263.75	1,263.75		
(501)	TREE GROWTH					
(502)	CONSOL/RETIREMENT					
(503)	ECON DEV ABATEMENT					
(504)	OTHER GENERAL (MEMO)					
(5005A)	SUBTOTAL - INITIAL LEVIES -	771,921.84	771,921.84	867,272.15		
	GENERAL NTC OTHER					

FOOTNOTES:

*3 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING GENERAL EDUCATION AID.
 *4 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN EQUALIZATION AID.
 *5 70% OF INTEGRATION REVENUE IS PROVIDED BY STATE AID. DISTRICT MUST PROVIDE 30% OF INTEGRATION REVENUE EITHER THROUGH THIS LEVY OR THROUGH OTHER DISTRICT FUNDS.
 *6 WITH COMMISSIONER APPROVAL, DISTRICTS MAY SPREAD THIS LEVY OVER UP TO THREE YEARS.
 FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2024. FOR PAYABLE 2023 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

GENERAL NET TAX CAPACITY OTHER (CON'T):

LINE #	LIMITATION COMPONENTS	2022 PAY 2023 LIMITATION	2022 PAY 2023 CERTIFIED LEVY	2023 PAY 2024 LIMITATION	2023 PAY 2024 PROPOSED LEVY	2023 PAY 2024 CERTIFIED LEVY NOTES
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LEVY ADJUSTMENTS:

(1003)	FY 2024 OPER CAPITAL ADJUST	942.76-	942.76-	205.38		*3
(1102)	FY 2022 OPER CAPITAL ADJUST	54.38	54.38	304.99-		*7
(1072)	FY 2024 ALT TEACHER COMP ADJUST					
(1204)	FY 2022 ALT TEACHER COMP ADJUST					
(1068)	FY 2024 ACHIEVE & INTEG ADJUST					*5
(1182)	FY 2022 ACHIEVE & INTEG ADJUST					*5
(1187)	FY 2022 REEMPLOYMENT ADJUST	65,000.00-	65,000.00-	96,068.64		
(1192)	FY 2022 SAFE SCHOOLS ADJUST	2,625.48-	2,625.48-	1,424.88-		
(1197)	FY 2022 SAFE SCHOOLS INTERM ADJ					
(1230)	FY 2022 CAREER TECHNICAL ADJUST	343.20	343.20	78,848.93-		
(1234)	FY 2022 HEALTH BENEFITS ADJUST	15,548.70	15,548.70	4,725.46		
(1240)	FY 2022 ANNUAL OPEB ADJUST					
(1076)	FY 2024 LTFM EQUAL ADJUST	12,983.61-	12,983.61-	40,850.14-		
(1080)	FY 2024 LTFM UNEQUAL ADJUST					
(1081)	FY 2024 H&S REBATE ADJ	N/A	N/A			
(1088)	FY 2023 LTFM EQUAL ADJUST	2,448.99	2,448.99	3,241.82-		
(1095)	FY 2023 LTFM UNEQUAL ADJUST					
(1215)	FY 2022 LTFM EQUAL ADJUST			1,619.40-		
(1226)	FY 2022 LTFM UNEQUAL ADJUST				1,619.40-	
(5005B)	SUBTOTAL - ADJUSTMENTS-THIS PAGE	63,156.58-	63,156.58-	25,290.68-		
	GENERAL NTC OTHER					

FOOTNOTES:
 *3 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING GENERAL EDUCATION AID.
 *5 70% OF INTEGRATION REVENUE IS PROVIDED BY STATE AID. DISTRICT MUST PROVIDE 30% OF INTEGRATION REVENUE EITHER THROUGH THIS LEVY OR THROUGH OTHER DISTRICT FUNDS.
 *7 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN ALTERNATIVE COMPENSATION EQUALIZATION FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2024. FOR PAYABLE 2023 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE # LIMITATION COMPONENTS 2022 PAY 2023 2022 PAY 2023 2023 PAY 2024 2023 PAY 2024
 LIMITATION CERTIFIED LEVY LIMITATION PROPOSED LEVY CERTIFIED LEVY NOTES
 GENERAL NET TAX CAPACITY OTHER (CON'T):

LEVY ADJUSTMENTS:

(1361)	PAY 21 LEASE ADJUST	121,397.92-	121,397.92-	199,313.50-	
(1362)	LEASE LEVY ADJ (MEMO)	119,475.00	119,475.00		
(1363)	OTHER CAPITAL ADJUST (MEMO)				
(758)	FY 2025 FAC & EQUIP BOND ADJUST				
(1365)	ECON DEV ABATE ADJUST				
(1366)	DEBT SURPLUS ADJUST				
(1380)	OTHER GENERAL ADJUST	180.24	180.24	140.32	*10
(2038)	ABATEMENT ADJUSTMENT				*11
(2051)	CARRY-OVER ABATEMENT ADJUST	100.53	100.53	15.92-	*11
(2069)	ADVANCE ABATEMENT ADJUST	707,123.11-	707,123.11-	642,792.37-	*12
(4047)	GENERAL OTH NTC TACONITE ADJUST				
(5005C)	SUBTOTAL - ADJUSTMENTS- THIS PAGE	708,765.26-	708,765.26-	841,981.47-	
	GENERAL NTC OTHER				
(5005A)	SUBTOTAL - INITIAL LEVIES- PAGE 34	771,921.84	771,921.84	867,272.15	
	GENERAL NTC OTHER				
(5005B)	SUBTOTAL - ADJUSTMENTS- PAGE 35	63,156.58-	63,156.58-	25,290.68-	
	GENERAL NTC OTHER				
(5004)	TOTAL GENERAL - NTC				
	OTHER				

FOOTNOTES:
 *10 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THE COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
 *11 PAY 2025 LEVY LIMITATION WILL NOT BE INCREASED BY ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
 *12 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
 FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2024. FOR PAYABLE 2023 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

M I N N E S O T A D E P A R T M E N T O F E D U C A T I O N
 L E V Y L I M I T A T I O N A N D C E R T I F I C A T I O N
 2 0 2 3 P A Y A B L E 2 0 2 4
 PAGE 37 OF 39
 DATE OF RUN: 09/21/23

LINE #	LIMITATION COMPONENTS	2022 PAY 2023 LIMITATION	2022 PAY 2023 CERTIFIED LEVY	2023 PAY 2024 LIMITATION	2023 PAY 2024 PROPOSED LEVY	2023 PAY 2024 CERTIFIED LEVY NOTES
COMMUNITY SERVICE:						
(609)	BASIC COMMUNITY EDUC	133,969.70	133,969.70	61,256.45		*13
(619)	EARLY CHILD FAMILY	35,201.68	35,201.68	32,714.54		*14
(624)	HOME VISITING	761.97	761.97	705.66		
(631)	ADULTS W/ DISABILITIES			980.10		*14
(636)	SCHOOL-AGE CARE					
(638)	OTHER COMM ED (MEMO)					
(1403)	FY 2024 EARLY CHILD FAMILY ADJ	6.94-	6.94-	1,718.95-		*10
(1407)	FY 2022 HOME VISITING ADJUST	767.25-	767.25-	111.70-		*11
(1411)	FY 2022 SCHOOL-AGE CARE ADJUST					*12
(1412)	ADULTS W/ DISABILITIES ADJUST					
(1415)	OTHER ADJUST (MEMO)					
(2039)	ABATEMENT ADJUSTMENT					
(2052)	CARRY-OVER ABATEMENT ADJUST					
(2070)	ADVANCE ABATEMENT ADJUST					
(4045)	COM SERV TACONITE ADJUST	169,159.16-	169,159.16-	93,826.10-		
(5009)	TOTAL COMMUNITY SERVICE					

FOOTNOTES:
 *10 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THE COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
 *11 PAY 2025 LEVY LIMITATION WILL NOT BE INCREASED BY ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
 *12 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
 *13 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID. DISTRICT *14 DISTRICT UNDERLEVY IN THIS COMPONENT WILL RESULT IN PROPORTIONATE REDUCTION IN CORRESPONDING STATE AID. DISTRICT *14 MUST PROVIDE A COMMUNITY EDUCATION PROGRAM TO QUALIFY FOR THIS LEVY.
 FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2024. FOR PAYABLE 2023 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR THE FISCAL YEAR SHOWN.

LINE #	LIMITATION COMPONENTS	2022 PAY 2023 LIMITATION	2022 PAY 2023 CERTIFIED LEVY	2023 PAY 2024 LIMITATION	2023 PAY 2024 PROPOSED LEVY	2023 PAY 2024 CERTIFIED LEVY NOTES
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DEBT SERVICE VOTER APPROVED:						
(806)	DEBT SERVICE-AID ELIG	1,638,942.85	1,638,942.85	1,865,406.01		*15
(808)	DEBT SERVICE-AID INELIG			402,244.50		*15
(778)	NATURAL DISASTER DEBT					*15
(1700)	REDUCTION FOR DEBT EXCESS					
(1701)	OTHER ADJUST (MEMO)		.09			*10,16
(2040)	ABATEMENT ADJUSTMENT		.09			*11,16
(2053)	CARRY OVER ABATEMENT					*12,16
(2071)	ADVANCE ABATE ADJUST	345.45	345.45	51.96-		
(3034)	GDS VTR NET OFFSET ADJUST					
(3506)	GDS VTR MAX EFFORT ADJ					
(4061)	GDS VTR TACONITE ADJUST					
(5013)	TOTAL DEBT SERVICE VOTER APPROVED	1,639,288.39	1,639,288.39	2,267,598.55		*1

DEBT SERVICE OTHER:

(807)	DEBT SERVICE-AID ELIG					*15
(809)	DEBT SERVICE-AID INELIG					*15
(769)	LT FACILITIES DEBT SERVICE					*15
(1708)	FY 2024 LTRM DEBT SERV ADJ					
(1715)	FY 2023 LTRM DEBT SERV ADJ					
(1726)	FY 2022 LTRM DEBT SERV ADJ					
(1703)	REDUCTION FOR DEBT EXCESS					
(1704)	OTHER ADJUST (MEMO)					
(2040)	ABATEMENT ADJUSTMENT					*10,16
(2053)	CARRY OVER ABATEMENT					*11,16
(2071)	ADVANCE ABATE ADJUST					*12,16
(3035)	GDS OTH NET OFFSET ADJUST					
(3507)	GDS OTH MAX EFFORT ADJ					
(4051)	GDS OTH TACONITE ADJUST					
(5014)	TOTAL DEBT SERVICE OTHER					*1

FOOTNOTES:

*1 SCHOOL BUILDING BOND AGRICULTURAL CREDIT WILL BE CALCULATED USING THE GENERAL DEBT SERVICE LEVY CATEGORIES
 *10 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
 *11 PAY 2025 LEVY LIMITATION WILL NOT BE INCREASED BY ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
 *12 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
 *15 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
 *16 ABATEMENT ADJUSTMENTS SHOWN ON LINES 2040, 2053 AND 2071 APPEAR AS VOTER APPROVED DEBT SERVICE IF VOTER APPROVED INITIAL DEBT SERVICE LEVY ON LINE 810 IS GREATER THAN ZERO. OTHERWISE ABATEMENT ADJUSTMENTS APPEAR AS OTHER DEBT SERVICE.
 FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2024. FOR PAYABLE 2023 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR TO THE FISCAL YEAR SHOWN.

LINE # LIMITATION COMPONENTS
 2022 PAY 2023 2022 PAY 2023 2023 PAY 2024 2023 PAY 2024
 LIMITATION CERTIFIED LEVY LIMITATION PROPOSED LEVY CERTIFIED LEVY NOTES
 OPEB/PENSION DEBT SERVICE VOTER APPROVED:

(902) REQ DEBT SERVICE LEVY
 FOR OPEB/PENSION BONDS *15
 (1900) REDUCTION FOR DEBT EXCESS
 (1901) OTHER ADJUST (MEMO)
 (2041) ABATEMENT ADJUSTMENT
 (2054) CARRY OVER ABATEMENT *10,17
 (2072) ADVANCE ABATE ADJUST *11,17
 (4059) OPEB/PENSION DEBT TACONITTE *12,17
 ADJUST

(5020) TOTAL OPEB/PENSION DEBT
 SERVICE VOTER APPROVED

OPEB/PENSION DEBT SERVICE OTHER:

(907) REQ DEBT SERVICE LEVY
 FOR OPEB/PENSION BONDS *15
 (1903) REDUCTION FOR DEBT EXCESS
 (1904) OTHER ADJUST (MEMO)
 (2041) ABATEMENT ADJUSTMENT
 (2054) CARRY OVER ABATEMENT *10,17
 (2072) ADVANCE ABATE ADJUST *11,17
 (3041) OPEB DEBT OTH NET OFFSET ADJUST *12,17
 (4049) OPEB/PENSION DEBT TACONITTE
 ADJUST
 280,470.98- 280,470.98- 342,529.28-
 (5021) TOTAL OPEB/PENSION DEBT
 SERVICE OTHER 537,114.80 537,114.80 474,001.02

FOOTNOTES:
 *10 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT. DISTRICTS MAY SPREAD THIS COMPONENT OVER A PERIOD OF TWO YEARS (UP TO THREE YEARS ON REQUEST).
 *11 PAY 2025 LEVY LIMITATION WILL NOT BE INCREASED BY ANY UNDERLEVY IN THIS COMPONENT UNLESS EXTENSION IS REQUESTED.
 *12 PAY 2025 LEVY LIMITATION WILL BE INCREASED BY THE AMOUNT OF ANY UNDERLEVY IN THIS COMPONENT.
 *15 DISTRICT MUST LEVY THE MAXIMUM AMOUNT FOR THIS LEVY COMPONENT.
 *17 ABATEMENT ADJUSTMENTS SHOWN ON LINES 2041, 2054 AND 2072 APPEAR AS VOTER APPROVED OPEB DEBT SERVICE IF VOTER APPROVED INITIAL OPEB DEBT SERVICE LEVY ON LINE 902 IS GREATER THAN ZERO. OTHERWISE ABATEMENT ADJUSTMENTS APPEAR AS OTHER DEBT SERVICE.
 FISCAL YEAR (FY) REFERENCES IN THE LIMITATION COMPONENTS COLUMN RELATE TO PAYABLE 2024. FOR PAYABLE 2023 COLUMNS, THE AMOUNTS SHOWN ARE FOR ONE YEAR PRIOR TO THE FISCAL YEAR SHOWN.
 END OF LEVY LIMITATION AND CERTIFICATION REPORT

ISD 2909 ROCK RIDGE PUBLIC SCHOOLS – NORTHLAND LEARNING CENTER (NLC)
James Madison Building Lease Agreement
FY 24-25

LEASE AGREEMENT

This lease agreement was made and entered into on the last date of execution indicated below between INDEPENDENT SCHOOL DISTRICT #2909, Rock Ridge, having its principal office at 1405 Progress Parkway, in Virginia, Minnesota, hereinafter referred to as LESSOR, and NORTHLAND JOINT POWERS, a legal entity formed and created pursuant to Minn. Stat. 471.59, hereinafter referred to as LESSEE, for the rental of the building known as the James Madison School, located in Virginia, Minnesota.

RECITALS

The parties recite and declare:

- A. LESSOR is the sole owner of the premises described below, and desires to lease portions of the premises to LESSEE for purposes of carrying-out the mission and programs of LESSEE.
- B. LESSEE desires to lease portions of the premises for the purpose of undertaking; conducting and carrying-out its mission, purpose, and programs as set forth in and by its enabling agreement and by-laws.
- C. The parties desire to enter into a Lease Agreement defining their rights, duties and liabilities relating to the premises and their relationship with one another. IN CONSIDERATION OF THE MUTUAL COVENANTS CONTAINED HEREIN, THE PARTIES AGREE AS FOLLOWS:

SECTION ONE

PURPOSE AND DESCRIPTION OF PREMISES

LESSOR leases to LESSEE that portion of the James Madison Elementary School more particularly described as follows: the area set forth on Exhibit A which is attached hereto and made a part hereof by this reference; approximately, 41,354 square feet of the first and second floor, 8,374 square feet of the gymnasium, and 3,297 square feet of cafeteria space; total space 53,025 square feet (See attached Addendum.)

SECTION TWO

TERM

The term of this lease is two-years (24 months), beginning on the 1st day of July 2023 and terminating on the 30th day of June 2025, unless renewed, extended or modified by the parties in writing. However, either party shall have the right to terminate or cancel this lease agreement for any reason, effective at the end of each school year (June 30) by giving written notice to the other of its intention to do so at least 90 days prior to June 30 of that year.

ISD 2909 ROCK RIDGE PUBLIC SCHOOLS – NORTHLAND LEARNING CENTER (NLC)

James Madison Building Lease Agreement

FY 24-25

SECTION THREE

LEASE RATE.

LESSEE agrees to pay to LESSOR as annual lease for the demised premises a sum based on a calculated 3% increase effective for the Fiscal Year beginning July 1, 2023 and ending June 30, 2024 and an additional 3% increase effective for the Fiscal Year beginning July 1, 2024 and ending June 30, 2025.

EDUCATIONAL AREA

YEAR: 2023-24, 2024-25

ANNUAL RATE \$5.77/square foot \$5.94/square foot

GYMNASIUM AREA

YEAR: 2023-24, 2024-25

ANNUAL RATE \$1.53/square foot \$1.58/square foot

CAFETERIA AREA

YEAR: 2023-24, 2024-25

ANNUAL RATE \$3.03/square foot \$3.12/square foot

Lease payments shall be made in four equal quarterly payments by LESSEE to LESSOR with the first payment due on July 1, 2023 and the 1st day of each quarter thereafter. Payments shall be made to LESSOR at its address above or at such other place as LESSOR designates. (See attached Addendum.)

SECTION FOUR

USE OF PREMISES.

The demised premises shall be used and occupied by LESSEE for the purposes of conducting and undertaking its programs and to carry-out its overall educational mission. LESSEE shall not use or permit the use of the premises for any purpose not directly or incidentally related to its mission and programs without the written consent of LESSOR. LESSEE shall conduct only lawful activities on the leased premises.

SECTION FIVE

RESTRICTIONS ON USE.

LESSEE shall not use the premises in any manner that will increase risks covered by insurance on the premises and which would potentially result in an increase in the rate of insurance or in a cancellation of any insurance policy, even if such use may be in furtherance of LESSEE'S programs and mission.

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James Madison Building Lease Agreement
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LESSEE shall not keep or use anything prohibited by any policy of fire insurance covering the premises, and: shall comply with all requirements of any insurer applicable to the demised premises necessary to keep in force the fire and liability insurance, regardless of by whom acquired.

SECTION SIX

WASTE, NUISANCE OR UNLAWFUL ACTIVITY

LESSEE shall not allow any waste or nuisance of the premises, or use, or allow to be used, the premises for any unlawful purpose or activity.

SECTION SEVEN

INSURANCE

LESSOR shall obtain, keep and maintain insurance on the building of which the demised premises are a part against all loss or damage by fire and other risks to the extent of the full insurable value thereof, including all improvements, alterations, additions, and changes made by either party to this lease agreement. All insurance required by this provision shall be carried for the mutual benefit of the parties in proportion to their interests in the demised premises.

Additionally, LESSOR shall obtain, keep and maintain liability insurance insuring against liability for bodily injury and property damage with limits of at least that which are required by the Minnesota Tort Claims Act applicable to political subdivisions of the state of Minnesota.

LESSEE shall obtain, keep and maintain insurance on any of its equipment, inventory, contents and/or other belongings, and those belonging to third parties, which may be kept on the demised premises with the knowledge and consent of LESSEE. LESSEE shall also obtain, keep and maintain liability insurance insuring against liability for bodily injury and property damage covering its own errors and omissions and those of its employees in conjunction with its use of the demised premises and its programs. The liability limits must be at least that which are required by the Minnesota Tort Claims Act applicable to political subdivisions of the state of Minnesota

SECTION EIGHT

MAINTENANCE, UTILITIES AND REPAIRS

LESSEE shall provide at its own expense regular and customary janitorial and custodial services for the demised premises, all minor repairs, and lawn maintenance and snow removal. In the event there are other tenants, snow removal costs shall be prorated between the tenants on the basis of square footage.

ISD 2909 ROCK RIDGE PUBLIC SCHOOLS – NORTHLAND LEARNING CENTER (NLC)

James Madison Building Lease Agreement

FY 24-25

LESSOR shall provide and furnish hot and cold water, electricity, heat, sewer and garbage collection, at its own expense, to the demised premises during the term of this agreement.

In the event that annual utility bills (water, electricity, heat, sewer and garbage) to the building exceed \$75,000, LESSEE agrees to pay to LESSOR an increased lease amount equal to the increase less \$75,000. In the event there are other tenants in the building, such excess shall be prorated among the tenants on the basis of square footage.

LESSOR shall be responsible for all major repairs and structural changes to the entire building, including the grounds, walkways and parking areas. LESSOR shall provide boiler inspections as required by law.

LESSEE shall annually reimburse the LESSOR for health and safety and maintenance costs that occur as a result of a request from the LESSEE that are not exclusively covered in this agreement such as the replacement of flooring, fixtures, and other items not mentioned in this agreement. Payment shall be made within 30 days of the conclusion of the contracted fiscal year.

SECTION NINE

COMPLIANCE WITH LAW

LESSEE covenants and agrees to observe, keep and maintain all regulations and requirements of the City of Virginia, County of St. Louis, and/or the State of Minnesota, and/or other public authorities and administrative agencies, with regard to the condition and conduct of said demised premises, and any part thereof, and in conjunction with the activities of LESSEE.

SECTION TEN

ALTERATIONS, ADDITIONS AND IMPROVEMENTS

LESSEE understands and agrees that any alterations, additions and/or improvements to the demised premises, or any part thereof, shall only be made with the written consent of LESSOR, and subject to any conditions which LESSOR may impose.

LESSEE may make alterations or additions which are capable of being removed without damaging the premises without the consent of LESSOR. Any alterations, additions and/or improvements, or other changes made to the demised premises which are not capable of being removed without damaging the premises, shall become part of the real estate, and may not be removed by LESSEE at the end of the term of this lease or any extension or renewal thereof.

ISD 2909 ROCK RIDGE PUBLIC SCHOOLS – NORTHLAND LEARNING CENTER (NLC)
James Madison Building Lease Agreement
FY 24-25

SECTION ELEVEN

ENTRY ON PREMISES

LESSOR has the right to enter the demised premises at reasonable times to inspect them, perform required maintenance and repairs, or to make additions, alterations or modifications to any part of the building in which the demised premises are located, and LESSEE shall permit LESSOR to do so. Reasonable effort shall be made to accommodate the needs and requirements of LESSEE'S programs in conjunction with any required maintenance or repair, etc.

SECTION TWELVE

DELIVERY, ACCEPTANCE AND SURRENDER OF PREMISES

LESSOR represents that the demised premises are in fit condition for use by LESSEE. Acceptance of the demised premises by LESSEE shall be construed as recognition that the demised premises are in good state of repair and in sanitary condition.

LESSEE shall surrender the demised premises at the end of the lease term, or any renewal of such term, in the same condition as when LESSEE took possession, allowing for reasonable use and wear, damages by Acts of God, including fires and storms. Before delivery, LESSEE shall remove all signs and all other removable alterations or changes placed on, or done to, the premises, by LESSEE, and restore the portion of the demised premises on which they were located in the same condition as when received.

SECTION THIRTEEN

INDEMNIFICATION

Each party shall indemnify the other against all expenses, liabilities, and claims for every kind, by or on behalf of any person or entity arising out of: 1) a failure by a party to perform any of the terms or conditions of this lease agreement; any injury or damage happening on or about the demised premises as a result of the other's activities and/or programs; failure to comply with any law, rule or regulation of any governmental authority; its actions, whether by omission or commission, which in any way relate to this lease agreement and the performance of its obligations and duties in conjunction therewith.

ISD 2909 ROCK RIDGE PUBLIC SCHOOLS – NORTHLAND LEARNING CENTER (NLC)
James Madison Building Lease Agreement
FY 24-25

SECTION FOURTEEN

ASSIGNMENT, SUBLEASE OR LICENSE

LESSEE shall not assign or sublease the demised premises, or any right or privilege connected with the demised premises or allow any other person or entity except agents and employees of LESSEE to occupy the demised premises or any part of the demised premises without first obtaining written consent of LESSOR. Consent by LESSOR shall not be consent to a subsequent assignment, a sublease, or occupation by other persons or entities.

An unauthorized assignment, sublease, or license to occupy by LESSEE shall be void and shall terminate this lease agreement at the option of LESSOR.

The interest of LESSEE in this lease agreement is not assignable by operation of law without the written consent of LESSOR.

SECTION FIFTEEN

DEFAULT AND FORFEITURE

LESSOR may, on default with respect to any of the provisions of this lease by LESSEE, provide LESSEE with notice of any breach of the lease terms or conditions, and LESSEE shall then have ten (10) days to either correct the condition or commence corrective action if the condition cannot be corrected in that time, in which case, LESSEE shall have a reasonable time to complete the correction.

LESSOR may elect to enforce the terms and conditions of the lease by any other method available under the law, or LESSOR may declare a forfeiture of the lease by providing fifteen (15) days notice to LESSEE of LESSOR'S intent to do so.

SECTION SIXTEEN

SURRENDER OF PREMISES AND HOLD-OVER

At the expiration of the lease term or upon its proper termination, LESSEE shall quit and surrender the premises. LESSEE shall acquire no additional rights, title, or interest to the demised premises by holding the premises after termination or expiration of this lease, and shall be subject to legal action by LESSOR to obtain its removal

SECTION SEVENTEEN

WAIVERS

Waiver by either party of any breach of any covenant or duty under this lease is not a waiver of a breach of any other covenant or duty, or any subsequent breach of this same covenant or duty.

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James Madison Building Lease Agreement
FY 24-25

SECTION EIGHTEEN

GOVERNING LAW

It is agreed that this lease agreement shall be governed by, construed, and enforced in accordance with the laws of the state of Minnesota. Further, this lease agreement has been mutually negotiated between the parties, and the normal rule of construction - that any ambiguities are to be resolved against the drafting party - shall not be employed in the interpretation of this document.

SECTION NINETEEN

BINDING EFFECT

This lease agreement shall bind and inure to the benefit of the respective successors and assigns of the parties.

SECTION TWENTY

REPRESENTATION OF AUTHORITY TO SIGN

Each party represents and warrants that the person(s) signing and executing this agreement on its behalf has been properly authorized to do so by the governing boards of each entity, and that such action taken is consistent with its own by-laws, rules, procedures, and in accordance with the laws of the state of Minnesota.

SECTION TWENTY-ONE

PARAGRAPH HEADINGS

The titles to the paragraphs of this lease agreement are solely for the convenience of the parties and shall not be used to explain, modify, simplify, or aid in the interpretation of the provisions of this lease agreement.

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James Madison Building Lease Agreement
FY 24-25

IN WITNESS WHEREOF, the parties above named have executed this Lease Agreement to be effective July 1, 2023.

LESSOR: INDEPENDENT SCHOOL DISTRICT #2909, ROCK RIDGE

_____ (Signature of Board Chair)

_____ (Date of Board Chair's Signature)

_____ (Signature of Board Clerk)

_____ (Date of Board Clerk's Signature)

LESSEE: NORTHLAND JOINT POWERS

_____ (Signature of Board Chair)

_____ (Date of Board Chair's Signature)

_____ (Signature of Board Clerk)

_____ (Date of Board Clerk's Signature)

ISD 2909 ROCK RIDGE PUBLIC SCHOOLS – NORTHLAND LEARNING CENTER (NLC)
James Madison Building Lease Agreement
FY 24-25

James Madison Room Square Footage by Floor for 2023-2025
Addendum to NLC Agreement

LEVEL	ROOM	SQUARE FOOT	LEVEL	ROOM	SQUARE FOOT
BASEMENT	B1	576	2 ND FLOOR	201	839
	B1 OFFICE	124		202	848
	B2	843		203	902
	B3	803		204	809
	B4	1074		205	513
	B5	1162		206	809
	TOTAL	4582		207	813
1 ST FLOOR	102	850		208	165
	103	848		209	944
	104	1159		210	212
	105	809		211	976
	106	809		212	954
	107	813		213	224
	108	395		214	828
	109	289		215	790
	110	289		216	790
	111	272		TOTAL	11,416
	112	353		TOTAL (INCLUDES HALLS, ETC.)	21,882
	112A	145	CAFETERIA	CAFETERIA	2138
	112B	142		STORAGE	195
	113	240		FOOD PREP	460 9

	114	2619		DISH WASH	170
	115	185		LOBBY	239
	116	180		CLOSET	95
	117CR	879		TOTAL	3297
	117P	172	GYM	GYM	6254
	118	267		STORAGE	274
	119	341		OFFICE	134
	120	833		M LOCKER	120
	121	797		W LOCKER	120
	122	797		LOBBY	201
	TOTAL	14,483		CORRIDOR	1271
TOTAL (INCLUDES HALLS, ETC)		19,472		TOTAL	8374
TOTAL SQUARE FOOTAGE (1ST & 2ND FLOOR MINUS CAFETERIA AND GYM AREA)					41,354
RENTAL RATE (23/24)(24/25)					\$5.77 / \$5.94
RENT					\$238,613 / \$245,643
TOTAL SQUARE FOOTAGE (CAFETERIA)					3,297
RENTAL RATE (23/24)(24/25)					\$1.53 / \$1.58
RENT					\$5,044 / \$5,209
TOTAL SQUARE FOOTAGE (GYM AREA)					8,374
RENTAL RATE (23/24)(24/25)					\$3.03 / \$3.12
RENT					\$25,373 / \$26,127
TOTAL RENTAL RATE (23/24)(24/25)					\$269,030 / \$276,979