



AGENDA
REGULAR MEETING
ROYALTON BOARD OF EDUCATION
EARLY CHILDHOOD ENTRANCE FOYER, ENTER DOOR #1
120 SOUTH HAWTHORN STREET
ROYALTON, MN 56373
AUGUST 28, 2023
6:00 PM

1. **Call to Order**
2. **Pledge to Flag**
3. **Roll Call**
4. **Board Chair Comments**
5. **Approval of Agenda**
6. **Appreciation, Recognition and Presentations**
7. **Recognition of Citizens for Input Purposes**
8. **Reports/News**

- a. Board Committee Report
- b. Superintendent Report
- c. Business Manager Report
- d. Principal Report
- e. Athletic Director Report
- f. Community Education Report

9. **Consent Agenda Approval**

***The Board is consenting to approve items listed below as presented, at one time. At any point a Director can pull an item off the consent agenda for further discussion.**

- | | |
|--|----|
| a. Approval of Regular Board Meeting Minutes | 3 |
| b. Approval of Work Session Meeting Minutes | 10 |
| c. Claims, Accounts and Financial | 11 |

Approve accounts payable and receivables, and employee reimbursements as attached and approve all other financial reports as presented.

- | | |
|-----------------------------|----|
| d. Approval of Resignations | 57 |
| e. Approval of New Hires | 58 |

The Royalton School Board will approve the following hires based upon the findings of each individual's background check, licensure status, and discipline report from the MN Department of Education.

10. **Discussion/Information/Action Items**

- | | |
|--------------------------------|----|
| a. Update on Summer School | 59 |
| b. Introduction of New Staff | 66 |
| c. Approval of MREA Membership | |
- Introductory Membership Dues \$1,081.00 for FY24 School Year.

d. Approval of MOU for FY24 E-learning Days	69
e. Approval of Donations by Resolution	70
f. Policy Readings	
1. First Policy Readings	72
532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds	
534 School Meals Policy	
601 School District Curriculum and Instruction Goals	
603 Curriculum Development	
613 Graduation Requirements	
616 School District System Accountability	
620 Credit for Learning	
621 Literacy and the Read Act	
624 Online Learning Options	
709 Student Transportation Safety Policy	
806 Crisis Management Policy	
2. Second Policy Readings	208
102 Equal Educational Opportunity	
418 Drug-Free Workplace/Drug-Free School	
419 Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction	
507 Corporal Punishment and Prone Restraint	
514 Bulling Prohibition Policy	
516.5 Overdose Medication	
3. Approval of Second Policy Readings (final reading due to minor changes)	233
504 Student Dress and Appearance	

11. Upcoming Meeting Schedule

1. Wednesday, September 13th, 2:00 PM Policy Meeting
2. Tuesday, September 19th, Noon Finance Meeting
3. Monday, September 25th, 6:00 PM Regular Board Meeting
12. Closed Meeting for Superintendent Evaluation as permitted by MN Statute Section 13D.05
13. **Adjournment**

Regular Meeting

Monday, July 24, 2023 6:00 PM

Early Childhood Entrance Foyer, Enter Door #1, 120 South Hawthorn Street,
Royalton, MN 56373

Tyra Baumann: Present
Lucas Boyd: Present
Randy Hackett: Present
Rian Hofstad: Present
Angela Roering: Present
Maria Traut: Absent

1. Call to Order

2. Pledge to Flag

3. Roll Call

4. Board Chair Comments

5. Approval of Agenda

Motion to Approve the Agenda. This motion,
made by Tyra Baumann and seconded by Randy
Hackett, Passed.

Tyra
Baumann: Yea

Lucas Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

6. Recognition of Citizens for Input Purposes

7. Reports/News

7.a. Business Manager Report

7.b. Board Committee Report

7.c. Superintendent Report

8. Consent Agenda Approval

***The Board is consenting to approve items
listed below as presented, at one time. At
any point a Director can pull an item off the
consent agenda for further discussion.**

Motion to Approve All Items on Consent Agenda.
This motion, made by Randy Hackett and
seconded by Tyra Baumann, Passed.

Tyra
Baumann: Yea

Lucas Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

8.a. Approval of Regular Board Meeting Minutes
from 06.26.23

8.b. Claims, Accounts and Financial
Approve accounts payable and receivables,
and employee reimbursements as attached and
approve all other financial reports as
presented.

8.c. Approval of Resignations

8.d. Approval of New Hires

9. Discussion/Information/Action Items

9.a. Update on Safe Cyber Security Grants

9.b. Approval of High/Middle School,
Elementary School, and Preschool Student
Handbooks
Motion to Approve the High/Middle School,
Elementary School, and Preschool Student
Handbooks. This motion, made by Tyra
Baumann and seconded by Rian Hofstad,
Passed.

Tyra
Baumann: Yea

Lucas
Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

9.c. Approval of Employee Handbook

Motion to Approve the Employee Handbook.
This motion, made by Randy Hackett and
seconded by Angela Roering, Passed.

Tyra
Baumann: Yea

Lucas
Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

9.d. Approval of Bread, Dairy, and Fuel Bids

Motion to Approve the bread bid with Pan-O-
Gold Baking Co, the dairy bid with Cass
Clay, and the fuel bid with Centrasota
Cooperative. This motion, made by Tyra
Baumann and seconded by Angela Roering,
Passed.

Tyra
Baumann: Yea

Lucas
Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

9.e. Approval of School Meal Options

Motion to Approve continuing the third
school meal options. This motion, made by
Tyra Baumann and seconded by Rian Hofstad,
Passed.

Tyra
Baumann: Yea

Lucas Yea
Boyd:

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria Absent
Traut:

Yea: 5, Nay: 0, Absent: 1

9.f. Approval of Tech Insurance Fee

Motion to Approve Tech Insurance Waiver
Fee. This motion, made by Randy Hackett and
seconded by Tyra Baumann, Passed.

Tyra
Baumann: Yea

Lucas Yea
Boyd:

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria Absent
Traut:

Yea: 5, Nay: 0, Absent: 1

9.g. MREA Membership Discussion

9.h. Policy Readings

9.h.1. First Policy Readings

9.h.2. Approval of Third Policy Readings

9.h.3. Approval of Second Policy Readings
(final reading due to minor changes)
Motion to Approve the Third Policy
Readings 524 - Internet Acceptable Use
and Safety Policy 904 - Distribution of
Materials on School District Property
by Nonschool Persons and the Second

Policy Readings (final reading due to minor changes)413 - Harassment and Violence, 413 - Form, and 903 - Visitors to School District Buildings. This motion, made by Randy Hackett and seconded by Tyra Baumann, Passed.

Tyra
Baumann: Yea

Luca
s
Boyd: Yea
:

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

10. Upcoming Meeting Schedule

The Work Session will be moved from August 7 to August 16 at 6pm due to a schedule conflict with a sports athlete/parent meeting on the same day.

Our new Dean of Students/Activities Director, Kaityln Frenchick, was introduced to the board members.

11. Closed session pursuant to Minnesota Statutes section 13D.05, subdivision 3(b)
Motion to close the regular meeting at 6:37pm.
This motion, made by Randy Hackett and seconded by Tyra Baumann, Passed.

Tyra
Baumann: Yea

Lucas Boyd: Yea

Randy
Hackett: Yea

Rian: Yea

Hofstad:

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

Motion to open the closed meeting at 6:40pm.

This motion, made by Tyra Baumann and seconded
by Randy Hackett, Passed.

Tyra
Baumann: Yea

Lucas Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

Motion to close the closed meeting at 7:02pm.

This motion, made by Tyra Baumann and seconded
by Randy Hackett, Passed.

Tyra
Baumann: Yea

Lucas Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

Motion to open the regular meeting at 7:02pm.

This motion, made by Tyra Baumann and seconded
by Randy Hackett, Passed.

Tyra
Baumann: Yea

Lucas Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

Members in the close session were Rian Hofstad, Tyra Baumann, Randy Hackett, Lucas Boyd, Angela Roering, Kristine Wehrkamp Herman, Amy Krueger, Michelle Brezinka and Zachary Cronen.

12. Official action following closed session, if any.

13. **Adjournment**

The meeting was adjourned at 7:03pm. This motion, made by Randy Hackett and seconded by Tyra Baumann, Passed.

Tyra
Baumann: Yea

Lucas Boyd: Yea

Randy
Hackett: Yea

Rian
Hofstad: Yea

Angela
Roering: Yea

Maria
Traut: Absent

Yea: 5, Nay: 0, Absent: 1

Board Secretary

Work Session Meeting

Wednesday, August 16, 2023 6:00 PM

ECC RM PK 15, 120 South Hawthorn Street, Royalton, MN 56373

Tyra Baumann: Present
Lucas Boyd: Present
Randy Hackett: Present
Rian Hofstad: Present
Angela Roering: Present
Maria Traut: Present

1. Call to Order

2. Pledge to Flag

3. Roll Call

4. Discussion/Information

4.a. Representative Isaac Shultz
Senator Nathan Wesenberg attended the
meeting as well.

4.b. 10 Year LTFM Plan Review

4.c. Survey Questions for Track & Field
Discussion Continued

4.d. Discipline Data Discussion

5. Work Session meeting ended at 7:52pm

Board Secretary

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	ACT	19505	2170		AARON MEIER		Check		
				E 12	020 294 040 301 401	Reimb for Beverages Baseball Walmart		\$46.06	
	PO#:	Voucher #:	39026	Invoice	Invoice No: 6.20.23			7/13/2023	
							Paid Amt:	\$46.06	
							Check Amount:	\$46.06	
0485	ACT	19506	4355		NATHAN GOLDADE		Check		
				E 12	020 298 030 301 401	FFA CDE PRACTICE		\$14.75	
	PO#:	Voucher #:	33190	Invoice	Invoice No: 10/10/21			7/13/2023	
				E 12	020 298 030 301 401	FFA Meeting Reimb Supplies Walmart		\$67.01	
	PO#:	Voucher #:	37658	Invoice	Invoice No: 2.13.23			7/13/2023	
				E 12	020 298 030 301 401	FFA Lunch Reimb Applebees		\$111.49	
	PO#:	Voucher #:	37659	Invoice	Invoice No: 2.10.23			7/13/2023	
							Paid Amt:	\$111.49	
							Check Amount:	\$193.25	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$1,735.35	
	PO#:	Voucher #:	38998	Invoice	Invoice No: S2024010			7/18/2023	
							Paid Amt:	\$1,735.35	
							Check Amount:	\$1,735.35	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$3,401.67	
				B 04	215 017	PERA		\$537.70	
	PO#:	Voucher #:	38982	Invoice	Invoice No: S202324S0			7/18/2023	
							Paid Amt:	\$3,939.37	
							Check Amount:	\$3,939.37	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$260.72	
	PO#:	Voucher #:	38964	Invoice	Invoice No: S2023241			7/18/2023	
							Paid Amt:	\$260.72	
							Check Amount:	\$260.72	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$4,720.15	
				B 04	215 013	State Tax		\$67.29	
	PO#:	Voucher #:	38965	Invoice	Invoice No: S2023241			7/20/2023	
							Paid Amt:	\$4,787.44	
							Check Amount:	\$4,787.44	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$621.05	
				B 04	215 013	State Tax		\$86.38	
	PO#:	Voucher #:	38983	Invoice	Invoice No: S202324S0			7/20/2023	
							Paid Amt:	\$707.43	
							Check Amount:	\$707.43	
0485	PCB	1096			COMMISSIONER OF REVENUE	11	Wire		
				B 01	215 013	State Tax		\$1,390.30	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 04	215 013	State Tax		\$51.94	
PO#:	Voucher #:	38999	Invoice	Invoice No:	S2024010	7/20/2023	Paid Amt:	\$1,442.24	
							Check Amount:	\$1,442.24	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$20,849.50	
				B 04	215 010	FICA		\$256.34	
				B 01	215 011	Federal Tax		\$8,662.42	
				B 04	215 011	Federal Tax		\$134.48	
PO#:	Voucher #:	38973	Invoice	Invoice No:	S2023241	7/20/2023	Paid Amt:	\$29,902.74	
							Check Amount:	\$29,902.74	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$3,953.62	
				B 04	215 010	FICA		\$1,208.86	
				B 01	215 011	Federal Tax		\$1,086.76	
				B 04	215 011	Federal Tax		\$110.44	
PO#:	Voucher #:	38989	Invoice	Invoice No:	S202324S0	7/20/2023	Paid Amt:	\$6,359.68	
							Check Amount:	\$6,359.68	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$4,514.82	
				B 04	215 010	FICA		\$308.10	
				B 01	215 011	Federal Tax		\$2,969.91	
				B 04	215 011	Federal Tax		\$29.71	
PO#:	Voucher #:	39006	Invoice	Invoice No:	S2024010	7/20/2023	Paid Amt:	\$7,822.54	
							Check Amount:	\$7,822.54	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$23,582.11	
				B 04	215 018	TRA		\$329.94	
PO#:	Voucher #:	38967	Invoice	Invoice No:	S2023241	7/20/2023	Paid Amt:	\$23,912.05	
							Check Amount:	\$23,912.05	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$36.56	
PO#:	Voucher #:	38985	Invoice	Invoice No:	S202324S0	7/20/2023	Paid Amt:	\$36.56	
							Check Amount:	\$36.56	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$3,067.08	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 04	215 018	TRA		\$360.68	
PO#:	Voucher #:	39001	Invoice	Invoice No:	S2024010	7/20/2023	Paid Amt:	\$3,427.76	
							Check Amount:	\$3,427.76	
0485	PCB	1137			EDUCATORS BENEFIT CONS, LLC		Wire		
				B 01	215 005	Tax Ann		\$150.00	
PO#:	Voucher #:	39002	Invoice	Invoice No:	S2024010	7/20/2023	Paid Amt:	\$150.00	
				B 01	215 005	Tax Ann		\$758.17	
				B 04	215 005	Payroll Deductions		\$125.00	
PO#:	Voucher #:	39003	Invoice	Invoice No:	S2024010	7/20/2023	Paid Amt:	\$883.17	
				B 01	215 005	Tax Ann		\$104.17	
PO#:	Voucher #:	39004	Invoice	Invoice No:	S2024010	7/20/2023	Paid Amt:	\$104.17	
				B 01	215 005	Tax Ann		\$200.00	
PO#:	Voucher #:	39005	Invoice	Invoice No:	S2024010	7/20/2023	Paid Amt:	\$200.00	
							Check Amount:	\$1,337.34	
0485	PCB	1137			EDUCATORS BENEFIT CONS, LLC		Wire		
				B 01	215 005	Tax Ann		\$50.00	
PO#:	Voucher #:	38986	Invoice	Invoice No:	S202324S0	7/20/2023	Paid Amt:	\$50.00	
				B 01	215 005	Tax Ann		\$12.50	
PO#:	Voucher #:	38987	Invoice	Invoice No:	S202324S0	7/20/2023	Paid Amt:	\$12.50	
				B 01	215 005	Tax Ann		\$86.66	
PO#:	Voucher #:	38988	Invoice	Invoice No:	S202324S0	7/20/2023	Paid Amt:	\$86.66	
							Check Amount:	\$149.16	
0485	PCB	1137			EDUCATORS BENEFIT CONS, LLC		Wire		
				B 01	215 005	Tax Ann		\$50.00	
PO#:	Voucher #:	38968	Invoice	Invoice No:	S2023241	7/20/2023	Paid Amt:	\$50.00	
				B 01	215 005	Tax Ann		\$50.00	
PO#:	Voucher #:	38969	Invoice	Invoice No:	S2023241	7/20/2023	Paid Amt:	\$50.00	
				B 01	215 005	Tax Ann		\$530.00	
PO#:	Voucher #:	38970	Invoice	Invoice No:	S2023241	7/20/2023	Paid Amt:	\$530.00	
				B 01	215 005	Tax Ann		\$4,154.52	
				B 04	215 005	Payroll Deductions		\$33.59	
PO#:	Voucher #:	38971	Invoice	Invoice No:	S2023241	7/20/2023	Paid Amt:	\$4,188.11	
				B 01	215 005	Tax Ann		\$25.00	
PO#:	Voucher #:	38972	Invoice	Invoice No:	S2023241	7/20/2023	Paid Amt:	\$25.00	
							Check Amount:	\$4,843.11	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$878.84	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 011	Federal Tax		\$802.87	
	PO#:	Voucher #:	39113	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$1,681.71	
							Check Amount:	\$1,681.71	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$266.94	
	PO#:	Voucher #:	39111	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$266.94	
							Check Amount:	\$266.94	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$906.52	
	PO#:	Voucher #:	39112	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$906.52	
							Check Amount:	\$906.52	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$35.00	
	PO#:	Voucher #:	39110	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$35.00	
							Check Amount:	\$35.00	
0485	PCB	4614			WEX		Wire		
				B 01	215 084	HSA		\$4,814.02	
				B 04	215 084	Payroll Deductions		\$25.00	
	PO#:	Voucher #:	38961	Invoice	Invoice No: S2023241	7/26/2023	Paid Amt:	\$4,839.02	
							Check Amount:	\$4,839.02	
0485	PCB	4614			WEX		Wire		
				B 01	215 084	HSA		\$531.25	
	PO#:	Voucher #:	38979	Invoice	Invoice No: S202324S0	7/26/2023	Paid Amt:	\$531.25	
							Check Amount:	\$531.25	
0485	PCB	4614			WEX		Wire		
				B 01	215 084	HSA		\$944.42	
				B 04	215 084	Payroll Deductions		\$160.41	
	PO#:	Voucher #:	38995	Invoice	Invoice No: S2024010	7/26/2023	Paid Amt:	\$1,104.83	
							Check Amount:	\$1,104.83	
0485	PCB	2848			U.S. BANK St. Paul		Wire		
				E 07	005 910 000 000 720	Bond Interest		\$357,356.26	
	PO#:	Voucher #:	39145	Invoice	Invoice No: 06.13.2023	7/27/2023	Paid Amt:	\$357,356.26	
							Check Amount:	\$357,356.26	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$2,245.27	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 04	215 013	State Tax		\$189.44	
PO#:	Voucher #:	39160	Invoice	Invoice No:	S2024020	7/31/2023	Paid Amt:	\$2,434.71	
							Check Amount:	\$2,434.71	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$4,723.31	
				B 04	215 013	State Tax		\$67.29	
PO#:	Voucher #:	39178	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt:	\$4,790.60	
							Check Amount:	\$4,790.60	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$10,695.32	
				B 04	215 010	FICA		\$1,672.90	
				B 01	215 011	Federal Tax		\$4,491.27	
				B 04	215 011	Federal Tax		\$208.09	
PO#:	Voucher #:	39168	Invoice	Invoice No:	S2024020	7/31/2023	Paid Amt:	\$17,067.58	
							Check Amount:	\$17,067.58	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$20,858.42	
				B 04	215 010	FICA		\$256.34	
				B 01	215 011	Federal Tax		\$8,668.32	
				B 04	215 011	Federal Tax		\$134.48	
PO#:	Voucher #:	39186	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt:	\$29,917.56	
							Check Amount:	\$29,917.56	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$5,917.09	
				B 04	215 017	PERA		\$429.70	
PO#:	Voucher #:	39159	Invoice	Invoice No:	S2024020	7/31/2023	Paid Amt:	\$6,346.79	
							Check Amount:	\$6,346.79	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$260.72	
PO#:	Voucher #:	39177	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt:	\$260.72	
							Check Amount:	\$260.72	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$4,768.45	
				B 04	215 018	TRA		\$496.19	
PO#:	Voucher #:	39162	Invoice	Invoice No:	S2024020	15 7/31/2023	Paid Amt:	\$5,264.64	
							Check Amount:	\$5,264.64	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire
				B 01	215 018	TRA	\$23,582.11
				B 04	215 018	TRA	\$329.94
PO#:	Voucher #:	39180	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt: \$23,912.05
							Check Amount: \$23,912.05
0485	PCB	75283	4754		BUSINESS U LLC		Check
				E 01	020 215 000 000 430	Curriculum Review	\$7,110.00
PO#: 5449	Voucher #:	38925	Invoice	Invoice No:	RHMN230626	7/11/2023	Paid Amt: \$7,110.00
							Check Amount: \$7,110.00
0485	PCB	75284	2602		CLIMATE AIR INC		Check
				E 01	005 810 000 000 350	Elem Blower Motors	\$2,116.11
PO#:	Voucher #:	38948	Invoice	Invoice No:	55457	7/11/2023	Paid Amt: \$2,116.11
							Check Amount: \$2,116.11
0485	PCB	75285	1090		CMERDC		Check
				E 01	005 110 000 000 820	Viewpoint Data Solutions	\$3,676.40
PO#:	Voucher #:	38932	Invoice	Invoice No:	192013	7/11/2023	Paid Amt: \$3,676.40
				E 01	010 203 000 000 430	Elementary (K) art supplies	\$169.22
PO#: 5302	Voucher #:	38933	Invoice	Invoice No:	192359	7/11/2023	Paid Amt: \$169.22
				E 01	020 211 000 000 430	Office Supplies/Paper for 2023-2024 School yr	\$1,028.96
PO#: 5298	Voucher #:	38934	Invoice	Invoice No:	192398	7/11/2023	Paid Amt: \$1,028.96
				E 01	020 211 000 000 430	Office Supplies/Paper for 2023-2024 School yr	\$4,427.79
PO#:	Voucher #:	38935	Invoice	Invoice No:	192397	7/11/2023	Paid Amt: \$4,427.79
				E 01	010 203 000 000 430	40 cases of paper - Kind.	\$1,624.80
PO#: 5304	Voucher #:	38936	Invoice	Invoice No:	192396	7/11/2023	Paid Amt: \$1,624.80
				E 01	010 203 000 000 430	40 cases of paper - Kind.	\$1,624.80
PO#: 5300	Voucher #:	38937	Invoice	Invoice No:	192395	7/11/2023	Paid Amt: \$1,624.80
				E 01	010 203 000 000 430	Paper order	\$4,375.60
PO#:	Voucher #:	38938	Invoice	Invoice No:	192389	7/11/2023	Paid Amt: \$4,375.60
				E 01	010 203 000 000 430	Elementary office supplies	\$484.42
PO#: 5301	Voucher #:	38939	Invoice	Invoice No:	192360	7/11/2023	Paid Amt: \$484.42
							Check Amount: \$17,411.99
0485	PCB	75286	4130		DH CONCRETE, INC.		Check
				E 01	010 865 000 384 305	Elem School Stoop Repair	\$500.00
PO#:	Voucher #:	38943	Invoice	Invoice No:	1448	7/11/2023	Paid Amt: \$500.00
							Check Amount: \$500.00

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75287	4715		GOODHEART-WILLCOX PUBLISHER		Check		
				E 01	020 211 000 302 406 Ag Curriculum			\$8,425.98	
	PO#: 5438	Voucher #:	38926	Invoice	Invoice No: 01939790	7/11/2023	Paid Amt:	\$8,425.98	
							Check Amount:	\$8,425.98	
0485	PCB	75288	3869		GREENHOUSE MEGASTORE		Check		
				E 01	020 301 096 830 430 PVC Solenoid Valve 24v			\$199.50	
	PO#: 5388	Voucher #:	38947	Invoice	Invoice No: PSI0481877	7/11/2023	Paid Amt:	\$199.50	
							Check Amount:	\$199.50	
0485	PCB	75289	1713		MAAE		Check		
				E 01	020 298 062 000 401 Summer MAAE Agriculture Teacher Conferenc			\$522.00	
	PO#: 5275	Voucher #:	38952	Invoice	Invoice No: S1695-463-38	7/11/2023	Paid Amt:	\$522.00	
							Check Amount:	\$522.00	
0485	PCB	75290	1713		MAAE		Check		
				E 01	020 298 062 000 401 Number 1874/www.mnaged.org Liddane			\$522.00	
	PO#:	Voucher #:	38953	Invoice	Invoice No: 71..23	7/11/2023	Paid Amt:	\$522.00	
							Check Amount:	\$522.00	
0485	PCB	75291	1752		MASA		Check		
				E 01	005 640 000 316 366 MDE Conference			\$199.00	
	PO#:	Voucher #:	38940	Invoice	Invoice No: 410880260	7/11/2023	Paid Amt:	\$199.00	
							Check Amount:	\$199.00	
0485	PCB	75292	1375		NAPA AUTO PARTS		Check		
				E 01	005 810 000 000 401 Hardener			\$27.99	
	PO#:	Voucher #:	38944	Invoice	Invoice No: 558989	7/11/2023	Paid Amt:	\$27.99	
				E 01	005 810 000 000 401 Wheel bearing, hub			\$263.47	
	PO#:	Voucher #:	38930	Invoice	Invoice No: 558397	7/11/2023	Paid Amt:	\$263.47	
							Check Amount:	\$291.46	
0485	PCB	75293	3538		NETOP TECH INC		Check		
				E 01	020 211 000 000 406 VISPRO-CLASS-UNL Renewal			\$206.00	
	PO#: 5466	Voucher #:	38942	Invoice	Invoice No: 205502	7/11/2023	Paid Amt:	\$206.00	
							Check Amount:	\$206.00	
0485	PCB	75294	1392		OAK ELECTRIC SERVICE, INC		Check		
				E 01	005 865 000 370 350 Kitchen Electrical Work			\$1,606.00	
	PO#:	Voucher #:	38945	Invoice	Invoice No: 6228	7/11/2023	Paid Amt:	\$1,606.00	
				E 01	005 865 000 370 350 Kitchen Electrical Work			\$127.00	
	PO#:	Voucher #:	38946	Invoice	Invoice No: 6236	7/11/2023	Paid Amt:	\$127.00	
							Check Amount:	\$1,733.00	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75295	2761		SAFARI NORTH WILDLIFE PARK		Check		
				E 01	010 203 000 000 369	Field Trip		\$440.00	
	PO#:	Voucher #:	38931	Invoice	Invoice No: 28	7/11/2023	Paid Amt:	\$440.00	
				E 01	010 203 000 000 369	1st Grade Field Trip		\$528.00	
	PO#:	Voucher #:	38929	Invoice	Invoice No: 52	7/11/2023	Paid Amt:	\$528.00	
							Check Amount:	\$968.00	
0485	PCB	75296	3232		SYTEK COMMUNICATIONS		Check		
				E 01	005 810 000 000 320	Fiber Move/Labor		\$18,154.65	
	PO#:	Voucher #:	38949	Invoice	Invoice No: 005255	7/11/2023	Paid Amt:	\$18,154.65	
							Check Amount:	\$18,154.65	
0485	PCB	75297	4718		The ATP Group, Inc		Check		
				E 01	020 211 000 302 406	Ag Curriculum Materials		\$10,272.02	
	PO#: 5437	Voucher #:	38804	Invoice	Invoice No: 806930	7/11/2023	Paid Amt:	\$10,272.02	
				E 01	020 211 000 302 406	Culinary Arts Package		\$3,031.72	
	PO#: 5444	Voucher #:	38890	Invoice	Invoice No: 807198	7/11/2023	Paid Amt:	\$3,031.72	
							Check Amount:	\$13,303.74	
0485	PCB	75298	3142		ASSOCIATED BANK		Check		
				E 07	005 910 000 000 720	Bond Interest		\$15,797.50	
	PO#:	Voucher #:	39016	Invoice	Invoice No: 6.21.23	7/13/2023	Paid Amt:	\$15,797.50	
							Check Amount:	\$15,797.50	
0485	PCB	75299	1903		BECKER SCREENPRINTING		Check		
				E 04	005 505 000 321 401	MAP T-SHIRTS		\$1,095.50	
	PO#:	Voucher #:	39029	Invoice	Invoice No: 5878	7/13/2023	Paid Amt:	\$1,095.50	
							Check Amount:	\$1,095.50	
0485	PCB	75300	4541		BIO CORPORATION INC		Check		
				E 01	020 260 255 000 430	Starfish		\$21.00	
	PO#: 5256	Voucher #:	39008	Invoice	Invoice No: 1051970	7/13/2023	Paid Amt:	\$21.00	
							Check Amount:	\$21.00	
0485	PCB	75301	3442		BROTHERS FIRE PROTECTION		Check		
				E 01	005 810 000 000 401	DISTRICT KEY FOBS		\$1,863.00	
	PO#:	Voucher #:	39009	Invoice	Invoice No: W26879	7/13/2023	Paid Amt:	\$1,863.00	
							Check Amount:	\$1,863.00	
0485	PCB	75302	4359		BUYASSE ROOFING OF ST. CLOUD INC		Check		
				E 01	005 810 000 000 350	Roof Repairs		\$195.00	
	PO#:	Voucher #:	39010	Invoice	Invoice No: 5420	7/13/2023	Paid Amt:	\$195.00	
							Check Amount:	\$195.00	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75303	4370		CAPITAL ONE		Check		
				E 01	020 260 000 000 430	Classroom Supplies		\$177.77	
PO#:	Voucher #:	39043		Invoice	Invoice No: 6.19.23	7/13/2023	Paid Amt:	\$177.77	
							Check Amount:	\$177.77	
0485	PCB	75304	4759		Carousel Digital Signage		Check		
				E 01	005 690 690 302 555	CLD-K12-SUB-1YR-DIRECT subscription for e		\$2,950.00	
				E 01	005 690 690 302 555	Carousel Cloud Channel Design		\$1,250.00	
PO#: 5467	Voucher #:	38941		Invoice	Invoice No: CSL-INV-2023071038	7/13/2023	Paid Amt:	\$4,200.00	
							Check Amount:	\$4,200.00	
0485	PCB	75305	3344		CDW-GOVERNMENT		Check		
				E 01	005 110 690 000 401	MU-PE2T0S/AM Samsung T7 Shield MU-PE2		\$123.49	
PO#: 5430	Voucher #:	39011		Invoice	Invoice No: KH91638	7/13/2023	Paid Amt:	\$123.49	
							Check Amount:	\$123.49	
0485	PCB	75306	1086		CITY OF ROYALTON		Check		
				E 01	005 810 000 000 332	Acct 01-00003550-00-8 Water/Sewer		\$1,031.47	
PO#:	Voucher #:	39030		Invoice	Invoice No: 6.30.23	7/13/2023	Paid Amt:	\$1,031.47	
				E 01	005 810 000 000 332	Acct 01-00002863-00-6 Water/Sewer		\$648.48	
PO#:	Voucher #:	39031		Invoice	Invoice No: 6.30.23	7/13/2023	Paid Amt:	\$648.48	
							Check Amount:	\$1,679.95	
0485	PCB	75307	1121		DISCOUNT SCHOOL SUPPLY		Check		
				E 04	005 505 000 000 401	CWFPS FINGER PAINTS SET		\$124.76	
				E 04	005 505 000 000 401	JSP WASHABLE STAMP PADS SET		\$173.24	
				E 04	005 505 000 000 401	PRIMEDAB DABBER DOTS SET		\$159.92	
				E 04	005 505 000 000 401	ESTICKER EYE STICKERS		\$60.00	
				E 04	005 505 000 000 401	9CPBK BLACK CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPBR BROWN CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPOR ORANGE CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPRE RED CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPWH WHITE CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPVI VIOLET CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPPI PINK CONSTRUCTION PAPER		\$8.70	
				E 04	005 505 000 000 401	9CPSB BLUE CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPGY GRAY CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPHP HOT PINK CONSTRUCTION PAPER		\$8.70	
				E 04	005 505 000 000 401	9CPLBR LIGHT BROWN CONSTRUCTION P		\$11.60	
				E 04	005 505 000 000 401	9CPDK DARK BROWN CONSTRUCTION PA		\$11.60	
				E 04	005 505 000 000 401	9CPGR GREEN CONSTRUCTION PAPER		\$11.60	
				E 04	005 505 000 000 401	9CPHG HOLIDAY GREEN CONSTRUCTION		\$11.60	
				E 04	005 505 000 000 401	9CPBL BRIGHT BLUE CONSTRUCTION PAF		\$11.60	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75307	1121		DISCOUNT SCHOOL SUPPLY		Check		
				E 04	005 505 000 000 401	TEMST144 PAINT STICK PACK		\$138.22	
				E 04	005 505 000 000 401	10PC PAINT CUPS		\$59.97	
				E 04	005 505 000 000 401	9NE NEWS PRINT EASEL PAPER		\$14.98	
				E 04	005 505 000 000 401	TRANSYM GEO BOARDS		\$28.99	
				E 04	005 505 000 000 401	STAIR NUMBERING STAIR		\$29.97	
				E 04	005 505 000 000 401	SHIP99 - Free Shipping		\$0.00	
	PO#: 5423	Voucher #: 39012		Invoice	Invoice No: P42262260101	7/13/2023	Paid Amt:	\$958.25	
							Check Amount:	\$958.25	
0485	PCB	75308	1133		ECM PUBLISHERS INC		Check		
				E 01	005 110 000 000 380	May 22 Regular Minutes		\$171.84	
	PO#:	Voucher #: 39013		Invoice	Invoice No: 954917	7/13/2023	Paid Amt:	\$171.84	
				E 01	005 110 000 000 380	Jun 5 Special Minutes		\$37.44	
	PO#:	Voucher #: 39014		Invoice	Invoice No: 954916	7/13/2023	Paid Amt:	\$37.44	
				E 01	005 110 000 000 380	Jun 26 Reg Meeting		\$101.76	
	PO#:	Voucher #: 39015		Invoice	Invoice No: 953610	7/13/2023	Paid Amt:	\$101.76	
							Check Amount:	\$311.04	
0485	PCB	75309	3126		EMCSC		Check		
				E 01	020 292 087 000 401	Trap Shooting Range		\$3,608.00	
	PO#:	Voucher #: 39019		Invoice	Invoice No: 7.13.23	7/13/2023	Paid Amt:	\$3,608.00	
							Check Amount:	\$3,608.00	
0485	PCB	75310	1163		FIEDLERS PUMPING SPEC		Check		
				E 01	005 810 000 000 305	SEPTIC PUMP BUS GARAGE		\$603.00	
	PO#:	Voucher #: 39020		Invoice	Invoice No: 54222	7/13/2023	Paid Amt:	\$603.00	
							Check Amount:	\$603.00	
0485	PCB	75311	4399		FRIEDRICH'S AUTO & TRUCK SALES & REPAIR		Check		
				E 01	005 760 000 720 350	Brakes		\$893.51	
	PO#:	Voucher #: 39021		Invoice	Invoice No: 42485	7/13/2023	Paid Amt:	\$893.51	
				E 01	005 760 000 720 350	Engine Repair		\$748.48	
	PO#:	Voucher #: 39022		Invoice	Invoice No: 42714	7/13/2023	Paid Amt:	\$748.48	
				E 01	005 760 000 720 350	Clamps, Connector		\$108.13	
	PO#:	Voucher #: 39023		Invoice	Invoice No: 42974	7/13/2023	Paid Amt:	\$108.13	
				E 01	005 760 000 720 350	Filters, Oil		\$999.79	
	PO#:	Voucher #: 39024		Invoice	Invoice No: 42785	7/13/2023	Paid Amt:	\$999.79	
							Check Amount:	\$2,749.91	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75312	3760		JOANN WEIR		Check		
				E 01	005 640 000 316 366	Reimbursement for CE Institute		\$130.00	
	PO#:	Voucher #:	39027	Invoice	Invoice No: 6.20.23	7/13/2023	Paid Amt:	\$130.00	
							Check Amount:	\$130.00	
0485	PCB	75313	1899		MARCO TECHNOLOGIES, LLC		Check		
				E 01	005 690 690 000 305	EXPANDER FOR SYMNET SYSTEM		\$587.50	
	PO#:	Voucher #:	39040	Invoice	Invoice No: INV11355299	7/13/2023	Paid Amt:	\$587.50	
				E 01	005 690 690 000 305	Consulting Request		\$137.50	
	PO#:	Voucher #:	39041	Invoice	Invoice No: INV11347826	7/13/2023	Paid Amt:	\$137.50	
				E 01	005 690 690 000 305	Consulting Request		\$275.00	
	PO#:	Voucher #:	39042	Invoice	Invoice No: INV11343583	7/13/2023	Paid Amt:	\$275.00	
							Check Amount:	\$1,000.00	
0485	PCB	75314	2524		MIDCONTINENT COMMUNICATIONS		Check		
				E 01	005 810 000 000 320	PHONE SERVICE		\$1,252.93	
	PO#:	Voucher #:	39032	Invoice	Invoice No: 14529320113432	7/13/2023	Paid Amt:	\$1,252.93	
							Check Amount:	\$1,252.93	
0485	PCB	75315	1346		MINNESOTA POWER		Check		
				E 01	020 810 000 000 331	ATHLETICS		\$78.60	
	PO#:	Voucher #:	39036	Invoice	Invoice No: 669268756834	7/13/2023	Paid Amt:	\$78.60	
				E 01	010 810 000 000 331	ES		\$4,352.54	
	PO#:	Voucher #:	39033	Invoice	Invoice No: 401986462252	7/13/2023	Paid Amt:	\$4,352.54	
				E 01	020 810 000 000 331	Acct 811180000 Elect		\$405.16	
	PO#:	Voucher #:	39034	Invoice	Invoice No: 811826801403	7/13/2023	Paid Amt:	\$405.16	
							Check Amount:	\$4,836.30	
0485	PCB	75316	1346		MINNESOTA POWER		Check		
				E 01	020 810 000 000 331	Acct 5091115490 MS/HS		\$14,440.40	
	PO#:	Voucher #:	39035	Invoice	Invoice No: 509999446573	7/13/2023	Paid Amt:	\$14,440.40	
							Check Amount:	\$14,440.40	
0485	PCB	75317	4571		Mjolsness, Jason & Amy		Check		
				R 04	000 570 000 321 050	REFUND FOR MAP		\$100.00	
	PO#:	Voucher #:	39025	Invoice	Invoice No: 19826	7/13/2023	Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
0485	PCB	75318	1788		MNIAAA		Check		
				E 01	020 292 000 000 366	NEW AD CONFERENCE		\$335.00	
	PO#:	Voucher #:	39018	Invoice	Invoice No: 1209	7/13/2023	Paid Amt:	\$335.00	
							Check Amount:	\$335.00	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75319	3113		REPUBLIC SERVICES #891		Check		
				E 01	005 810 000 000 330	WASTE MANAGEMENT SERVICE		\$1,002.70	
PO#:	Voucher #:	39037	Invoice		Invoice No: 0891-001277225	7/13/2023	Paid Amt:	\$1,002.70	
				E 01	005 810 000 000 330	WASTE MANAGEMENT SERVICE		\$822.40	
PO#:	Voucher #:	39038	Invoice		Invoice No: 0891-001277226	7/13/2023	Paid Amt:	\$822.40	
							Check Amount:	\$1,825.10	
0485	PCB	75320	4366		rSchoolToday (DWC)		Check		
				E 01	020 292 000 000 305	Activity Scheduler - Renewal		\$375.00	
PO#:	Voucher #:	39017	Invoice		Invoice No: 89846	7/13/2023	Paid Amt:	\$375.00	
							Check Amount:	\$375.00	
0485	PCB	75321	4755		SQUIRES, WALDSPURGER & MACE		Check		
				E 01	005 020 000 000 313	Legal		\$3,351.56	
PO#:	Voucher #:	39028	Invoice		Invoice No: 17893	7/13/2023	Paid Amt:	\$3,351.56	
							Check Amount:	\$3,351.56	
0485	PCB	75322	4206		T-MOBILE		Check		
				E 01	005 810 000 000 320	Mobile Internet Acct 971799683		\$100.00	
PO#:	Voucher #:	39039	Invoice		Invoice No: 6.21.23	7/13/2023	Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
0485	PCB	75323	4761		CANS R US, LLC		Check		
				E 01	005 810 000 000 305	Toilet Rental		\$770.00	
PO#:	Voucher #:	39047	Invoice		Invoice No: 2375	7/19/2023	Paid Amt:	\$770.00	
							Check Amount:	\$770.00	
0485	PCB	75324	1079		CENTRAL MN ALARMS INC		Check		
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr Elem		\$159.00	
PO#:	Voucher #:	39084	Invoice		Invoice No: 92832	7/19/2023	Paid Amt:	\$159.00	
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr Elem		\$129.00	
PO#:	Voucher #:	39085	Invoice		Invoice No: 92833	7/19/2023	Paid Amt:	\$129.00	
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr HS		\$93.00	
PO#:	Voucher #:	39086	Invoice		Invoice No: 92834	7/19/2023	Paid Amt:	\$93.00	
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr HS Fir		\$159.00	
PO#:	Voucher #:	39087	Invoice		Invoice No: 92835	7/19/2023	Paid Amt:	\$159.00	
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr HS		\$171.00	
PO#:	Voucher #:	39088	Invoice		Invoice No: 92836	7/19/2023	Paid Amt:	\$171.00	
							Check Amount:	\$711.00	
0485	PCB	75325	4119		DAKOTA TRUCK UNDERWRITERS		Check		
				E 01	005 930 000 000 270	Worker's Comp Bal Due FY24		\$26,856.00	
PO#:	Voucher #:	39090	Invoice		Invoice No: 3703222	7/19/2023	Paid Amt:	\$26,856.00	
							Check Amount:	\$26,856.00	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75326	1132		ECKROTH MUSIC CO		Check		
				E 01	010 258 000 000 430	SN6X Ukuele Clip on Tuner Snark		\$87.00	
	PO#: 5396	Voucher #:	39048	Invoice	Invoice No: 4889791	7/19/2023	Paid Amt:	\$87.00	
				E 01	010 258 000 000 430	FN232 Trophy Music Spoons		\$263.40	
				E 01	010 258 000 000 430	BWDG Boomwhacker Diatonic		\$63.84	
				E 01	010 258 000 000 430	BWJG Boomwhacker Bass Diatonic		\$186.20	
				E 01	010 258 000 000 430	Discount		(\$0.15)	
	PO#: 5396	Voucher #:	39049	Invoice	Invoice No: 4893597	7/19/2023	Paid Amt:	\$513.29	
				E 01	010 258 000 000 430	KALKA15S Kala KA15S Soprano Ukuele Satir		\$255.30	
	PO#: 5396	Voucher #:	39050	Invoice	Invoice No: 4893636	7/19/2023	Paid Amt:	\$255.30	
				E 01	020 258 091 000 430	Pearl Base Drum		\$1,453.32	
				E 01	020 258 091 000 430	Pear Tenor Drum Carry		\$815.56	
	PO#: 5409	Voucher #:	39051	Invoice	Invoice No: 4900193	7/19/2023	Paid Amt:	\$2,268.88	
							Check Amount:	\$3,124.47	
0485	PCB	75327	1141		ELECTRIC MOTOR SERVICE		Check		
				E 01	005 810 000 000 401	V-Belt		\$216.40	
	PO#:	Voucher #:	39052	Invoice	Invoice No: IN0294160	7/19/2023	Paid Amt:	\$216.40	
				E 01	005 810 000 000 401	Marathon Motor		\$565.54	
	PO#:	Voucher #:	39053	Invoice	Invoice No: IN0294209	7/19/2023	Paid Amt:	\$565.54	
							Check Amount:	\$781.94	
0485	PCB	75328	4399		FRIEDRICH'S AUTO & TRUCK SALES & REPAIR		Check		
				E 01	005 760 000 720 350	Fan Clutch		\$2,597.94	
	PO#:	Voucher #:	39091	Invoice	Invoice No: 42855	7/19/2023	Paid Amt:	\$2,597.94	
				E 01	005 760 000 720 350	Oil Filters		\$540.61	
	PO#:	Voucher #:	39092	Invoice	Invoice No: 43190	7/19/2023	Paid Amt:	\$540.61	
				E 01	005 760 000 720 350	Seals		\$1,186.75	
	PO#:	Voucher #:	39093	Invoice	Invoice No: 42392	7/19/2023	Paid Amt:	\$1,186.75	
				E 01	005 760 000 720 350	Oil Filters		\$375.28	
	PO#:	Voucher #:	39094	Invoice	Invoice No: 43192	7/19/2023	Paid Amt:	\$375.28	
				E 01	005 760 000 720 350	Radiator		\$2,677.44	
	PO#:	Voucher #:	39095	Invoice	Invoice No: 43193	7/19/2023	Paid Amt:	\$2,677.44	
				E 01	005 760 000 720 350	Alternator		\$2,730.14	
	PO#:	Voucher #:	39096	Invoice	Invoice No: 43188	7/19/2023	Paid Amt:	\$2,730.14	
				E 01	005 760 000 720 350	Calipers		\$820.99	
	PO#:	Voucher #:	39097	Invoice	Invoice No: 43551	7/19/2023	Paid Amt:	\$820.99	
							Check Amount:	\$10,929.15	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75329	3120		GREAT RIVER BOWL		Check		
				E 04	005 570 114 321 369	MAP Bowling		\$193.50	
PO#:	Voucher #:	39054		Invoice	Invoice No: 20231407	7/19/2023	Paid Amt:	\$193.50	
								Check Amount:	\$193.50
0485	PCB	75330	1206		HELENA AGRI-ENTERPRISES, LLC		Check		
				E 01	005 810 000 000 401	Tempo SC		\$99.90	
PO#:	Voucher #:	39055		Invoice	Invoice No: 381052722	7/19/2023	Paid Amt:	\$99.90	
				E 01	005 810 000 000 401	LV Ester		\$42.42	
PO#:	Voucher #:	39056		Invoice	Invoice No: 381052957	7/19/2023	Paid Amt:	\$42.42	
				E 01	005 810 000 000 401	Gly Star		\$237.35	
PO#:	Voucher #:	39057		Invoice	Invoice No: 381052956	7/19/2023	Paid Amt:	\$237.35	
								Check Amount:	\$379.67
0485	PCB	75331	1215		HILLYARD INC		Check		
				E 01	005 810 000 000 401	Scrubber		\$600.14	
PO#:	Voucher #:	39058		Invoice	Invoice No: 605153404	7/19/2023	Paid Amt:	\$600.14	
				E 01	005 810 000 000 401	Pads		\$5.58	
PO#:	Voucher #:	39059		Invoice	Invoice No: 605153405	7/19/2023	Paid Amt:	\$5.58	
				E 01	005 810 000 000 401	Pads		\$527.58	
PO#:	Voucher #:	39060		Invoice	Invoice No: 605158710	7/19/2023	Paid Amt:	\$527.58	
				E 01	005 810 000 000 401	Pads		\$107.24	
PO#:	Voucher #:	39061		Invoice	Invoice No: 605161439	7/19/2023	Paid Amt:	\$107.24	
				E 01	005 810 000 000 401	Pads		\$68.94	
PO#:	Voucher #:	39062		Invoice	Invoice No: 605165242	7/19/2023	Paid Amt:	\$68.94	
				E 01	005 810 000 000 401	Pads		\$174.79	
PO#:	Voucher #:	39063		Invoice	Invoice No: 605165233	7/19/2023	Paid Amt:	\$174.79	
				E 01	005 810 000 000 401	Velcro		\$94.38	
PO#:	Voucher #:	39064		Invoice	Invoice No: 700550865	7/19/2023	Paid Amt:	\$94.38	
				E 01	005 810 000 000 401	CM Pads		(\$6.42)	
PO#:	Voucher #:	39098		Invoice	Invoice No: 800639364	7/19/2023	Paid Amt:	(\$6.42)	
				E 01	005 810 000 000 401	Vacuum Repair		\$137.10	
PO#:	Voucher #:	39099		Invoice	Invoice No: 700551199	7/19/2023	Paid Amt:	\$137.10	
				E 01	005 810 000 000 401	Vacuum Repair		\$88.80	
PO#:	Voucher #:	39100		Invoice	Invoice No: 700551200	7/19/2023	Paid Amt:	\$88.80	
				E 01	005 810 000 000 401	Rocker		\$31.46	
PO#:	Voucher #:	39101		Invoice	Invoice No: 700551208	7/19/2023	Paid Amt:	\$31.46	
								Check Amount:	\$1,829.59
0485	PCB	75332	3748		HUDL	24	Check		
				E 01	020 294 054 000 305	FB		\$2,599.00	
				E 01	020 296 058 000 305	VB		\$1,250.00	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	75332	3748		HUDL		Check
				E 01	020 294 055 000 305	BBB	\$1,350.00
				E 01	020 296 055 000 305	GBB	\$1,350.00
				E 01	020 292 000 000 305	ATHLETICS	\$4,451.00
PO#:	Voucher #:	39065	Invoice	Invoice No:	H00020340	7/19/2023	Paid Amt: \$11,000.00
							Check Amount: \$11,000.00
0485	PCB	75333	3784		INDEPENDENT SCHOOL DIST #482		Check
				E 01	020 296 063 000 305	Dance	\$3,001.65
				E 01	020 292 000 000 305	Swim/Dive	\$1,257.10
PO#:	Voucher #:	39066	Invoice	Invoice No:	0002300029	7/19/2023	Paid Amt: \$4,258.75
							Check Amount: \$4,258.75
0485	PCB	75334	1238		INNOVATIVE OFFICE SOLUTION, LLC		Check
				E 01	010 203 000 302 530	Chairs/Desks	\$28,561.00
PO#: 5441	Voucher #:	39045	Invoice	Invoice No:	CIN116659	7/19/2023	Paid Amt: \$28,561.00
							Check Amount: \$28,561.00
0485	PCB	75335	1267		KEMPS, LLC		Check
				E 02	005 770 000 701 490	MILK	\$199.90
				E 04	005 570 000 000 490	Milk MAP	\$28.40
PO#:	Voucher #:	39102	Invoice	Invoice No:	4685929	7/19/2023	Paid Amt: \$228.30
				E 02	005 770 000 701 490	MILK	\$156.90
PO#:	Voucher #:	39103	Invoice	Invoice No:	4691887	7/19/2023	Paid Amt: \$156.90
							Check Amount: \$385.20
0485	PCB	75336	1278		LAKESHORE LEARNING MATERIALS		Check
				E 04	005 505 000 000 401	PP182 LIGHT UP TIMERS	\$59.98
				E 04	005 505 000 000 401	LC960XS&E STORY TELLING KITS	\$119.00
				E 04	005 505 000 000 401	LC260XSTORY TELLING SET 2	\$47.99
				E 04	005 505 000 000 401	LC270XSTORY Telling set 1	\$47.99
				E 04	005 505 000 000 401	AA525X LAUNCH LEARN GAMES	\$95.00
				E 04	005 505 000 000 401	Shipping	\$55.50
PO#: 5420	Voucher #:	39067	Invoice	Invoice No:	797256061623	7/19/2023	Paid Amt: \$425.46
							Check Amount: \$425.46
0485	PCB	75337	4540		MARCO		Check
				E 01	005 690 690 302 555	COPIERS CONTRACT	\$1,784.39
PO#:	Voucher #:	39106	Invoice	Invoice No:	34411568	7/19/2023	Paid Amt: \$1,784.39
							Check Amount: \$1,784.39
0485	PCB	75338	1899		MARCO TECHNOLOGIES, LLC	25	Check
				E 01	005 690 690 000 305	Scanner Config	\$412.50
PO#:	Voucher #:	39104	Invoice	Invoice No:	INV11390389	7/19/2023	Paid Amt: \$412.50

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75338	1899		MARCO TECHNOLOGIES, LLC		Check		
				E 01	005 690 690 000 305	Permissions		\$400.00	
PO#:	Voucher #:	39105	Invoice		Invoice No: INV11394115	7/19/2023	Paid Amt:	\$400.00	
							Check Amount:	\$812.50	
0485	PCB	75339	3263		MINDWARE		Check		
				E 01	010 203 101 000 430	56035 Q-Bitz Extreme		\$37.94	
				E 01	010 203 101 000 430	13991245 Hardwood Keva Brain Builders		\$147.90	
				E 01	010 203 101 000 430	Free shipping		\$0.00	
PO#: 5356	Voucher #:	39068	Invoice		Invoice No: 72528740101	7/19/2023	Paid Amt:	\$185.84	
							Check Amount:	\$185.84	
0485	PCB	75340	1915		NORTH CENTRAL BUS & EQUIPMENT, INC.		Check		
				E 01	005 760 000 720 401	Tape, Seat Assbly		\$360.94	
PO#:	Voucher #:	39069	Invoice		Invoice No: 302893	7/19/2023	Paid Amt:	\$360.94	
				E 01	005 760 000 720 401	R.E.D. Girg		\$108.32	
PO#:	Voucher #:	39070	Invoice		Invoice No: 302910	7/19/2023	Paid Amt:	\$108.32	
				E 01	005 760 000 720 401	Clamp, Exhaust Pipe		\$130.17	
PO#:	Voucher #:	39071	Invoice		Invoice No: 303013	7/19/2023	Paid Amt:	\$130.17	
							Check Amount:	\$599.43	
0485	PCB	75341	1401		ORIENTAL TRADING CO./INC		Check		
				E 04	005 570 000 000 401	13807557 Tempra paint bulk 16oz classic colo		\$55.98	
				E 04	005 570 000 000 401	14152655 Creative kids bulk water paint 40pk		\$47.99	
				E 04	005 570 000 000 401	14375483 Halifax water color paper 11x15 90lt		\$49.99	
				E 04	005 570 000 000 401	13674994 Bulk crayola oil pastel chalk 336pk		\$68.00	
				E 04	005 570 000 000 401	Free shipping - Patriotic23		\$0.00	
PO#: 5371	Voucher #:	39072	Invoice		Invoice No: 72514543701	7/19/2023	Paid Amt:	\$221.96	
							Check Amount:	\$221.96	
0485	PCB	75343	4591		ROBERT PLOMBON		Check		
				E 01	005 010 000 000 305	Robert Plombon AP		\$750.00	
				E 04	005 570 000 000 305	Robert Plombon AP		\$125.00	
				E 04	005 582 000 344 305	Robert Plombon AP		\$125.00	
PO#:	Voucher #:	39044	Invoice		Invoice No: 6/16-6/30/2023	7/19/2023	Paid Amt:	\$1,000.00	
							Check Amount:	\$1,000.00	
0485	PCB	75344	1477		ROYALTON LUMBER COMPANY		Check		
				E 01	005 810 000 000 401	Misc Supplies		\$329.13	
PO#:	Voucher #:	39073	Invoice		Invoice No: 859962	7/19/2023	Paid Amt:	\$329.13	
							Check Amount:	\$329.13	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75345	2464		SPEER CHIROPRACTIC, PA		Check		
				E 01	005 760 000 720 305	DOT PHYSICAL Goedderz		\$100.00	
	PO#:	Voucher #:	39089	Invoice	Invoice No: 7.13.23			Paid Amt:	\$100.00
								Check Amount:	\$100.00
0485	PCB	75346	2577		SYSCO WESTERN MN, INC.		Check		
				E 02	005 770 000 701 490	LUNCH		\$1,830.43	
				E 04	005 570 000 000 490	MAP		\$239.01	
	PO#:	Voucher #:	39074	Invoice	Invoice No: 253425971			Paid Amt:	\$2,069.44
				E 02	005 770 000 701 490	LUNCH		\$524.16	
	PO#:	Voucher #:	39075	Invoice	Invoice No: 253425973			Paid Amt:	\$524.16
				E 02	005 770 000 701 490	LUNCH		\$105.52	
	PO#:	Voucher #:	39076	Invoice	Invoice No: 253425975			Paid Amt:	\$105.52
				E 02	005 770 000 701 490	LUNCH		\$19.80	
	PO#:	Voucher #:	39077	Invoice	Invoice No: 253425970			Paid Amt:	\$19.80
				E 02	005 770 000 701 491	Commodity		\$49.90	
	PO#:	Voucher #:	39078	Invoice	Invoice No: 253425974			Paid Amt:	\$49.90
				E 02	005 770 000 705 490	Breakfast		\$382.59	
	PO#:	Voucher #:	39079	Invoice	Invoice No: 253425972			Paid Amt:	\$382.59
								Check Amount:	\$3,151.41
0485	PCB	75347	1559		TECH CHECK, LLC		Check		
				E 01	005 690 690 302 555	9U1-R650-US00 Ruckus R650 Wireless Acce:		\$46,215.00	
	PO#: 5383	Voucher #:	39080	Invoice	Invoice No: 52037			Paid Amt:	\$46,215.00
				E 01	005 690 690 302 555	9U1-R750-US00 Ruckus R750 Wireless Acce:		\$9,814.95	
				E 01	005 690 690 302 555	Labor		\$0.00	
	PO#: 5382	Voucher #:	39109	Invoice	Invoice No: 52026			Paid Amt:	\$9,814.95
								Check Amount:	\$56,029.95
0485	PCB	75348	4348		UNITED ART AND EDUCATION, INC		Check		
				E 01	010 212 000 000 430	Stroke Coat		\$29.16	
	PO#:	Voucher #:	39081	Invoice	Invoice No: INV187266			Paid Amt:	\$29.16
								Check Amount:	\$29.16
0485	PCB	75349	1881		US GAMES		Check		
				E 01	010 203 000 000 430	5806 Voit volleyball trainer		\$79.96	
				E 01	010 203 000 000 430	1453546 Deluxe storage bins		\$311.99	
				E 01	010 203 000 000 430	Shipping		\$70.55	
	PO#: 5376	Voucher #:	39082	Invoice	Invoice No: 921833833			Paid Amt:	\$462.50
								Check Amount:	\$462.50

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	75350	1592		VERIZON WIRELESS		Check
				E 01	005 810 000 000 320	PHONE SERVICE	\$194.07
PO#:	Voucher #:	39107	Invoice	Invoice No:	9939416884	7/19/2023	Paid Amt: \$194.07
							Check Amount: \$194.07
0485	PCB	75351	1611		XCEL ENERGY		Check
				E 01	005 810 000 000 440	Acct 51-4433400-5	\$413.45
PO#:	Voucher #:	39083	Invoice	Invoice No:	835802063	7/19/2023	Paid Amt: \$413.45
							Check Amount: \$413.45
0485	PCB	75352	4438		ALLSTATE BENEFITS		Check
				B 01	215 070	Allstate	\$417.71
				B 01	215 070	Adjustment	\$371.06
				B 04	215 070	Payroll Deductions	\$12.32
PO#:	Voucher #:	38766	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt: \$801.09
				B 01	215 070	Allstate	\$377.07
				B 04	215 070	Payroll Deductions	\$12.32
PO#:	Voucher #:	38896	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt: \$389.39
							Check Amount: \$1,190.48
0485	PCB	75353	4665		HARTFORD INSURANCE		Check
				B 01	215 032	Life	\$440.96
				B 01	215 032	Adjustment	\$288.60
				B 02	215 032	Life	\$41.31
				B 04	215 032	Life	\$89.67
PO#:	Voucher #:	38771	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt: \$860.54
				B 01	215 031	LTD	\$764.45
				B 02	215 031	LTD	\$42.82
				B 04	215 031	LTD	\$44.07
PO#:	Voucher #:	38772	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt: \$851.34
				B 01	215 051	United Way	\$341.91
				B 02	215 051	Payroll Deductions	\$22.64
				B 04	215 051	Payroll Deductions	\$50.79
PO#:	Voucher #:	38775	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt: \$415.34
				B 01	215 032	Life	\$754.92
				B 02	215 032	Life	\$31.17
				B 04	215 032	Life	\$18.69
PO#:	Voucher #:	38902	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt: \$804.78
				B 01	215 031	LTD	\$747.96
				B 02	215 031	LTD	\$42.82
				B 04	215 031	LTD	\$10.08
PO#:	Voucher #:	38903	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt: \$800.86

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75353	4665		HARTFORD INSURANCE		Check		
				B 01	215 051	United Way		\$325.92	
				B 02	215 051	Payroll Deductions		\$22.64	
				B 04	215 051	Payroll Deductions		\$16.10	
PO#:	Voucher #:	38906	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$364.66	
							Check Amount:	\$4,097.52	
0485	PCB	75354	4620		HealthPartners Inc		Check		
				B 01	215 035	Dental		\$1,488.96	
				B 04	215 035	Payroll Deductions		\$76.94	
				B 01	215 035	Adjustment		\$1,105.50	
PO#:	Voucher #:	38768	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$2,671.40	
				B 01	215 030	Hospital		\$32,335.74	
				B 01	215 030	Adjustment		\$8,588.78	
				B 02	215 030	Hospital		\$406.25	
				B 04	215 030	Hospital		\$1,859.97	
PO#:	Voucher #:	38769	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$43,190.74	
				B 01	215 035	Dental		\$1,405.18	
				B 04	215 035	Payroll Deductions		\$76.94	
PO#:	Voucher #:	38898	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$1,482.12	
				B 01	215 030	Hospital		\$31,116.89	
				B 02	215 030	Hospital		\$406.25	
				B 04	215 030	Hospital		\$1,859.97	
PO#:	Voucher #:	38900	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$33,383.11	
							Check Amount:	\$80,727.37	
0485	PCB	75355	1474		ROYALTON FED TEACHERS		Check		
				B 01	215 040	MFT		\$4,592.13	
				B 04	215 040	MFT		\$12.75	
PO#:	Voucher #:	38899	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$4,604.88	
							Check Amount:	\$4,604.88	
0485	PCB	75356	4525		A MAZE'N FARMYARD		Check		
				E 04	005 570 114 321 369	MAP FIELD TRIP		\$440.00	
PO#:	Voucher #:	39143	Invoice	Invoice No:	07.21.2023	7/26/2023	Paid Amt:	\$440.00	
							Check Amount:	\$440.00	
0485	PCB	75357	4360		BENEFIT EXTRAS, INC.		Check		
				E 01	005 110 000 000 305	COBRA Processing Fee		\$197.00	
PO#:	Voucher #:	39119	Invoice	Invoice No:	116605	7/26/2023	Paid Amt:	\$197.00	
							Check Amount:	\$197.00	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	75358	3738		CULINEX		Check
				E 02	005 770 000 701 401 Utility Cart, Blue		\$453.62
PO#:	Voucher #:	39128	Invoice	Invoice No:	INV883098	7/26/2023	Paid Amt: \$453.62
							Check Amount: \$453.62
0485	PCB	75359	1133		ECM PUBLISHERS INC		Check
				E 01	005 110 000 000 380 July 24 Reg Meeting		\$59.52
PO#:	Voucher #:	39124	Invoice	Invoice No:	957437	7/26/2023	Paid Amt: \$59.52
							Check Amount: \$59.52
0485	PCB	75360	1165		FLINN SCIENTIFIC INC		Check
				E 01	020 260 000 000 430 AP9248 1.2 V, 0.22 A MINITURE LIGHT BULE		\$41.70
				E 01	020 260 000 000 430 AP9275 BATTERY HOLDER DOUBLE D		\$9.60
				E 01	020 260 000 000 430 S & H		\$9.95
PO#: 5285	Voucher #:	39123	Invoice	Invoice No:	2855444	7/26/2023	Paid Amt: \$61.25
							Check Amount: \$61.25
0485	PCB	75361	2295		GRANITE PEST CONTROL, LLC		Check
				E 01	005 810 000 000 350 PEST CONTROL SERVICE		\$303.00
PO#:	Voucher #:	39127	Invoice	Invoice No:	127747	7/26/2023	Paid Amt: \$303.00
							Check Amount: \$303.00
0485	PCB	75362	1238		INNOVATIVE OFFICE SOLUTION, LLC		Check
				E 01	010 203 000 000 430 Order #221336 teacher chair		\$149.85
PO#: 5442	Voucher #:	39122	Invoice	Invoice No:	CIN116807	7/26/2023	Paid Amt: \$149.85
							Check Amount: \$149.85
0485	PCB	75363	4763		IRON VALLEY EQUIPMENT & MFG		Check
				E 01	005 810 000 000 401 Harness Parts, Breakers		\$364.85
PO#:	Voucher #:	39121	Invoice	Invoice No:	1756	7/26/2023	Paid Amt: \$364.85
							Check Amount: \$364.85
0485	PCB	75364	4686		JEREMY ALBRIGHT		Check
				E 04	005 505 000 000 401 Gatarade for Basketball Camp		\$75.40
PO#:	Voucher #:	39144	Invoice	Invoice No:	07.13.2023	7/26/2023	Paid Amt: \$75.40
							Check Amount: \$75.40
0485	PCB	75365	1346		MINNESOTA POWER		Check
				E 01	020 810 000 000 331 Acct 0191115490		\$188.80
PO#:	Voucher #:	39129	Invoice	Invoice No:	07.14.2023	7/26/2023	Paid Amt: \$188.80
							Check Amount: \$188.80
0485	PCB	75366	1375		NAPA AUTO PARTS		Check
				E 01	005 760 000 720 401 Core Deposit/Batter		\$65.54
PO#:	Voucher #:	39114	Invoice	Invoice No:	560921	7/26/2023	Paid Amt: \$65.54

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75366	1375		NAPA AUTO PARTS		Check		
				E 01	005 810 000 000 401	Drill Bits		(\$52.40)	
PO#:	Voucher #:	39115	Invoice		Invoice No: 559852	7/26/2023	Paid Amt:	(\$52.40)	
				E 01	005 760 000 720 401	GL Blac		\$70.14	
PO#:	Voucher #:	39125	Invoice		Invoice No: 561285	7/26/2023	Paid Amt:	\$70.14	
				E 01	005 760 000 720 401	Battery and scratch brush		\$80.52	
PO#:	Voucher #:	39126	Invoice		Invoice No: 561507	7/26/2023	Paid Amt:	\$80.52	
							Check Amount:	\$163.80	
0485	PCB	75367	4608		NORTH CENTRAL INT'L, LLC		Check		
				E 01	005 760 000 720 401	Paint, Cushions		\$708.22	
PO#:	Voucher #:	39116	Invoice		Invoice No: X226009817:01	7/26/2023	Paid Amt:	\$708.22	
							Check Amount:	\$708.22	
0485	PCB	75368	4674		POMP'S TIRE SERVICE, INC		Check		
				E 01	005 760 000 720 423	Wheel Repair and Tires		\$1,651.80	
PO#:	Voucher #:	39138	Invoice		Invoice No: 2380003638	7/26/2023	Paid Amt:	\$1,651.80	
							Check Amount:	\$1,651.80	
0485	PCB	75369	3644		POWERHOUSE OUTDOOR EQUIPMENT INC		Check		
				E 01	005 810 000 000 401	Oil		\$107.88	
PO#:	Voucher #:	39141	Invoice		Invoice No: 677486	7/26/2023	Paid Amt:	\$107.88	
							Check Amount:	\$107.88	
0485	PCB	75370	4682		Quizizz Inc		Check		
				E 01	020 211 000 000 406	MS/HS Quizizz Subscription		\$2,500.00	
PO#: 5313	Voucher #:	39117	Invoice		Invoice No: 25830	7/26/2023	Paid Amt:	\$2,500.00	
							Check Amount:	\$2,500.00	
0485	PCB	75371	1463		RICE HARDWARE HANK		Check		
				E 01	005 810 000 000 401	Mini Wedge, FLF Hose, Roller		\$97.87	
PO#:	Voucher #:	39131	Invoice		Invoice No: 27256/3	7/26/2023	Paid Amt:	\$97.87	
				E 01	005 810 000 000 401	Basketball Net, Hose Caps, Welded Ensilage		\$144.11	
PO#:	Voucher #:	39132	Invoice		Invoice No: 27220/3	7/26/2023	Paid Amt:	\$144.11	
				E 01	005 810 000 000 401	C-Pak and USS CP GR		\$52.37	
PO#:	Voucher #:	39133	Invoice		Invoice No: 27163/3	7/26/2023	Paid Amt:	\$52.37	
				E 01	005 810 000 000 401	Replcmnt Plug and U-Fence Post		\$37.94	
PO#:	Voucher #:	39134	Invoice		Invoice No: 27012/3	7/26/2023	Paid Amt:	\$37.94	
				E 01	005 810 000 000 401	Foam Sealant and Artist Brush		\$16.98	
PO#:	Voucher #:	39135	Invoice		Invoice No: 26939/3	7/26/2023	Paid Amt:	\$16.98	
				E 01	005 810 000 000 401	Food Lawn Green LIQ		\$16.99	
PO#:	Voucher #:	39136	Invoice		Invoice No: 26940/3	7/26/2023	Paid Amt:	\$16.99	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	75371	1463		RICE HARDWARE HANK		Check
				E 01	005 810 000 000 401	Sprayer Poly	\$19.99
	PO#:	Voucher #:	39137	Invoice	Invoice No: 26959/3	7/26/2023	Paid Amt: \$19.99
							Check Amount: \$386.25
0485	PCB	75372	4569		SmartPass LLC		Check
				B 01	131 000	Hall Pass Standard PlanSmartpass Hall Pass	\$1,973.06
	PO#: 5435	Voucher #:	38894	Invoice	Invoice No: 2309	7/26/2023	Paid Amt: \$1,973.06
							Check Amount: \$1,973.06
0485	PCB	75373	1382		SOURCEWELL		Check
				E 01	020 640 000 316 305	Educ Solutions May - June 2023	\$125.00
	PO#:	Voucher #:	39142	Invoice	Invoice No: INV00002047	7/26/2023	Paid Amt: \$125.00
							Check Amount: \$125.00
0485	PCB	75374	4536		ST. CLOUD OFFICIAL'S ASSOCIATION		Check
				E 01	020 292 000 000 305	ANNUAL ASSIGNING FEE	\$100.00
	PO#:	Voucher #:	39130	Invoice	Invoice No: 07.17.2023	7/26/2023	Paid Amt: \$100.00
							Check Amount: \$100.00
0485	PCB	75375	4472		THE FIRE GROUP, INC.		Check
				E 01	005 865 000 363 305	Annual Fire Sprinkler and Kitchen Hood Inspe	\$325.00
	PO#:	Voucher #:	39139	Invoice	Invoice No: 7850	7/26/2023	Paid Amt: \$325.00
				E 01	005 865 000 363 305	Annual Sprinkler System Inspection (HS)	\$445.00
	PO#:	Voucher #:	39140	Invoice	Invoice No: 7851	7/26/2023	Paid Amt: \$445.00
							Check Amount: \$770.00
0485	PCB	75376	1582		UHL COMPANY, INC		Check
				E 01	005 810 000 000 401	Preventative maintenance agreement	\$4,715.00
	PO#: 5448	Voucher #:	39120	Invoice	Invoice No: 72397	7/26/2023	Paid Amt: \$4,715.00
							Check Amount: \$4,715.00
							Report Total: \$942,046.18

Royalton Public Schools
Timecard Archive Detail

	Calendar	Type/ Option	Pay/Ded Code	Units	ACA Unii Override	Conversion Unit	Rate	Amount	Account Code	Earn Sch	ACA Month	Pay Type	Check Description	Batch No	Created By
Id: 964	Kloek , Dean														
	07/31/2023	S202402-0	P EBENONW2	0.00			100.00	\$100.00	01-005-760-000-720-401	1	07/15/2023	02	CDL Physical Reim		1038
	Units Subtotal:			0.00		EBENONW2 Total:	\$100.00								
	Units:			0.00		Emp Pay:	\$100.00								
Id: 602	Skroch , Wendy														
	07/31/2023	S202402-0	P EBENONW2	0.00			64.99	\$64.99	01-005-810-000-000-412	1	07/15/2023	02	Uniform Allowance		1038
	Units Subtotal:			0.00		EBENONW2 Total:	\$64.99								
	Units:			0.00		Emp Pay:	\$64.99								
Employee Count	2	Totals:		0.00				\$164.99							

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	ACT	19505	2170		AARON MEIER		Check		
				E 12	020 294 040 301 401	Reimb for Beverages Baseball Walmart		\$46.06	
	PO#:	Voucher #:	39026	Invoice	Invoice No: 6.20.23			7/13/2023	
							Paid Amt:	\$46.06	
							Check Amount:	\$46.06	
0485	ACT	19506	4355		NATHAN GOLDADE		Check		
				E 12	020 298 030 301 401	FFA CDE PRACTICE		\$14.75	
	PO#:	Voucher #:	33190	Invoice	Invoice No: 10/10/21			7/13/2023	
				E 12	020 298 030 301 401	FFA Meeting Reimb Supplies Walmart		\$67.01	
	PO#:	Voucher #:	37658	Invoice	Invoice No: 2.13.23			7/13/2023	
				E 12	020 298 030 301 401	FFA Lunch Reimb Applebees		\$111.49	
	PO#:	Voucher #:	37659	Invoice	Invoice No: 2.10.23			7/13/2023	
							Paid Amt:	\$111.49	
							Check Amount:	\$193.25	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$1,735.35	
	PO#:	Voucher #:	38998	Invoice	Invoice No: S2024010			7/18/2023	
							Paid Amt:	\$1,735.35	
							Check Amount:	\$1,735.35	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$3,401.67	
				B 04	215 017	PERA		\$537.70	
	PO#:	Voucher #:	38982	Invoice	Invoice No: S202324S0			7/18/2023	
							Paid Amt:	\$3,939.37	
							Check Amount:	\$3,939.37	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$260.72	
	PO#:	Voucher #:	38964	Invoice	Invoice No: S2023241			7/18/2023	
							Paid Amt:	\$260.72	
							Check Amount:	\$260.72	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$4,720.15	
				B 04	215 013	State Tax		\$67.29	
	PO#:	Voucher #:	38965	Invoice	Invoice No: S2023241			7/20/2023	
							Paid Amt:	\$4,787.44	
							Check Amount:	\$4,787.44	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$621.05	
				B 04	215 013	State Tax		\$86.38	
	PO#:	Voucher #:	38983	Invoice	Invoice No: S202324S0			7/20/2023	
							Paid Amt:	\$707.43	
							Check Amount:	\$707.43	
0485	PCB	1096			COMMISSIONER OF REVENUE	34	Wire		
				B 01	215 013	State Tax		\$1,390.30	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 04	215 013	State Tax		\$51.94	
	PO#:	Voucher #:	38999	Invoice	Invoice No: S2024010	7/20/2023	Paid Amt:	\$1,442.24	
							Check Amount:	\$1,442.24	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$20,849.50	
				B 04	215 010	FICA		\$256.34	
				B 01	215 011	Federal Tax		\$8,662.42	
				B 04	215 011	Federal Tax		\$134.48	
	PO#:	Voucher #:	38973	Invoice	Invoice No: S2023241	7/20/2023	Paid Amt:	\$29,902.74	
							Check Amount:	\$29,902.74	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$3,953.62	
				B 04	215 010	FICA		\$1,208.86	
				B 01	215 011	Federal Tax		\$1,086.76	
				B 04	215 011	Federal Tax		\$110.44	
	PO#:	Voucher #:	38989	Invoice	Invoice No: S202324S0	7/20/2023	Paid Amt:	\$6,359.68	
							Check Amount:	\$6,359.68	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$4,514.82	
				B 04	215 010	FICA		\$308.10	
				B 01	215 011	Federal Tax		\$2,969.91	
				B 04	215 011	Federal Tax		\$29.71	
	PO#:	Voucher #:	39006	Invoice	Invoice No: S2024010	7/20/2023	Paid Amt:	\$7,822.54	
							Check Amount:	\$7,822.54	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$23,582.11	
				B 04	215 018	TRA		\$329.94	
	PO#:	Voucher #:	38967	Invoice	Invoice No: S2023241	7/20/2023	Paid Amt:	\$23,912.05	
							Check Amount:	\$23,912.05	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$36.56	
	PO#:	Voucher #:	38985	Invoice	Invoice No: S202324S0	7/20/2023	Paid Amt:	\$36.56	
							Check Amount:	\$36.56	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$3,067.08	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 04	215 018	TRA		\$360.68	
	PO#:	Voucher #:	39001	Invoice	Invoice No: S2024010	7/20/2023	Paid Amt:		\$3,427.76
							Check Amount:		\$3,427.76
0485	PCB	1137			EDUCATORS BENEFIT CONS, LLC		Wire		
				B 01	215 005	Tax Ann		\$150.00	
	PO#:	Voucher #:	39002	Invoice	Invoice No: S2024010	7/20/2023	Paid Amt:		\$150.00
				B 01	215 005	Tax Ann		\$758.17	
				B 04	215 005	Payroll Deductions		\$125.00	
	PO#:	Voucher #:	39003	Invoice	Invoice No: S2024010	7/20/2023	Paid Amt:		\$883.17
				B 01	215 005	Tax Ann		\$104.17	
	PO#:	Voucher #:	39004	Invoice	Invoice No: S2024010	7/20/2023	Paid Amt:		\$104.17
				B 01	215 005	Tax Ann		\$200.00	
	PO#:	Voucher #:	39005	Invoice	Invoice No: S2024010	7/20/2023	Paid Amt:		\$200.00
							Check Amount:		\$1,337.34
0485	PCB	1137			EDUCATORS BENEFIT CONS, LLC		Wire		
				B 01	215 005	Tax Ann		\$50.00	
	PO#:	Voucher #:	38986	Invoice	Invoice No: S202324S0	7/20/2023	Paid Amt:		\$50.00
				B 01	215 005	Tax Ann		\$12.50	
	PO#:	Voucher #:	38987	Invoice	Invoice No: S202324S0	7/20/2023	Paid Amt:		\$12.50
				B 01	215 005	Tax Ann		\$86.66	
	PO#:	Voucher #:	38988	Invoice	Invoice No: S202324S0	7/20/2023	Paid Amt:		\$86.66
							Check Amount:		\$149.16
0485	PCB	1137			EDUCATORS BENEFIT CONS, LLC		Wire		
				B 01	215 005	Tax Ann		\$50.00	
	PO#:	Voucher #:	38968	Invoice	Invoice No: S2023241	7/20/2023	Paid Amt:		\$50.00
				B 01	215 005	Tax Ann		\$50.00	
	PO#:	Voucher #:	38969	Invoice	Invoice No: S2023241	7/20/2023	Paid Amt:		\$50.00
				B 01	215 005	Tax Ann		\$530.00	
	PO#:	Voucher #:	38970	Invoice	Invoice No: S2023241	7/20/2023	Paid Amt:		\$530.00
				B 01	215 005	Tax Ann		\$4,154.52	
				B 04	215 005	Payroll Deductions		\$33.59	
	PO#:	Voucher #:	38971	Invoice	Invoice No: S2023241	7/20/2023	Paid Amt:		\$4,188.11
				B 01	215 005	Tax Ann		\$25.00	
	PO#:	Voucher #:	38972	Invoice	Invoice No: S2023241	7/20/2023	Paid Amt:		\$25.00
							Check Amount:		\$4,843.11
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$878.84	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 011	Federal Tax		\$802.87	
	PO#:	Voucher #:	39113	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$1,681.71	
							Check Amount:	\$1,681.71	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$266.94	
	PO#:	Voucher #:	39111	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$266.94	
							Check Amount:	\$266.94	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$906.52	
	PO#:	Voucher #:	39112	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$906.52	
							Check Amount:	\$906.52	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$35.00	
	PO#:	Voucher #:	39110	Invoice	Invoice No: S202324S10	7/20/2023	Paid Amt:	\$35.00	
							Check Amount:	\$35.00	
0485	PCB	4614			WEX		Wire		
				B 01	215 084	HSA		\$4,814.02	
				B 04	215 084	Payroll Deductions		\$25.00	
	PO#:	Voucher #:	38961	Invoice	Invoice No: S2023241	7/26/2023	Paid Amt:	\$4,839.02	
							Check Amount:	\$4,839.02	
0485	PCB	4614			WEX		Wire		
				B 01	215 084	HSA		\$531.25	
	PO#:	Voucher #:	38979	Invoice	Invoice No: S202324S0	7/26/2023	Paid Amt:	\$531.25	
							Check Amount:	\$531.25	
0485	PCB	4614			WEX		Wire		
				B 01	215 084	HSA		\$944.42	
				B 04	215 084	Payroll Deductions		\$160.41	
	PO#:	Voucher #:	38995	Invoice	Invoice No: S2024010	7/26/2023	Paid Amt:	\$1,104.83	
							Check Amount:	\$1,104.83	
0485	PCB	2848			U.S. BANK St. Paul		Wire		
				E 07	005 910 000 000 720	Bond Interest		\$357,356.26	
	PO#:	Voucher #:	39145	Invoice	Invoice No: 06.13.2023	7/27/2023	Paid Amt:	\$357,356.26	
							Check Amount:	\$357,356.26	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$2,245.27	37

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 04	215 013	State Tax		\$189.44	
PO#:	Voucher #:	39160	Invoice	Invoice No:	S2024020	7/31/2023	Paid Amt:	\$2,434.71	
							Check Amount:	\$2,434.71	
0485	PCB	1096			COMMISSIONER OF REVENUE		Wire		
				B 01	215 013	State Tax		\$4,723.31	
				B 04	215 013	State Tax		\$67.29	
PO#:	Voucher #:	39178	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt:	\$4,790.60	
							Check Amount:	\$4,790.60	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$10,695.32	
				B 04	215 010	FICA		\$1,672.90	
				B 01	215 011	Federal Tax		\$4,491.27	
				B 04	215 011	Federal Tax		\$208.09	
PO#:	Voucher #:	39168	Invoice	Invoice No:	S2024020	7/31/2023	Paid Amt:	\$17,067.58	
							Check Amount:	\$17,067.58	
0485	PCB	4400			FEDERAL TAX PAYMENT		Wire		
				B 01	215 010	FICA		\$20,858.42	
				B 04	215 010	FICA		\$256.34	
				B 01	215 011	Federal Tax		\$8,668.32	
				B 04	215 011	Federal Tax		\$134.48	
PO#:	Voucher #:	39186	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt:	\$29,917.56	
							Check Amount:	\$29,917.56	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$5,917.09	
				B 04	215 017	PERA		\$429.70	
PO#:	Voucher #:	39159	Invoice	Invoice No:	S2024020	7/31/2023	Paid Amt:	\$6,346.79	
							Check Amount:	\$6,346.79	
0485	PCB	1415			PERA		Wire		
				B 01	215 017	PERA		\$260.72	
PO#:	Voucher #:	39177	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt:	\$260.72	
							Check Amount:	\$260.72	
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire		
				B 01	215 018	TRA		\$4,768.45	
				B 04	215 018	TRA		\$496.19	
PO#:	Voucher #:	39162	Invoice	Invoice No:	S2024020	38 7/31/2023	Paid Amt:	\$5,264.64	
							Check Amount:	\$5,264.64	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	1558			TEACHERS RETIREMENT ASSN		Wire
				B 01	215 018	TRA	\$23,582.11
				B 04	215 018	TRA	\$329.94
PO#:	Voucher #:	39180	Invoice	Invoice No:	S2023242	7/31/2023	Paid Amt: \$23,912.05
							Check Amount: \$23,912.05
0485	PCB	4518			POSTALIA		Wire
				E 01	005 105 000 000 329	Jul 2023 Postage	\$500.00
PO#:	Voucher #:	39348	Invoice	Invoice No:	Jul 2023	7/31/2023	Paid Amt: \$500.00
							Check Amount: \$500.00
0485	PCB	4614			WEX		Wire
				B 01	215 082	FSA Jul 5 2023	\$980.00
PO#:	Voucher #:	39344	Invoice	Invoice No:	7.5.23	7/31/2023	Paid Amt: \$980.00
							Check Amount: \$980.00
0485	PCB	4614			WEX		Wire
				B 01	215 082	FSA Jul 5 2023	\$220.89
PO#:	Voucher #:	39345	Invoice	Invoice No:	7.18.23	7/31/2023	Paid Amt: \$220.89
							Check Amount: \$220.89
0485	PCB	4614			WEX		Wire
				B 01	215 082	FSA Jul 25 2023	\$1,612.69
PO#:	Voucher #:	39346	Invoice	Invoice No:	7.25.23	7/31/2023	Paid Amt: \$1,612.69
							Check Amount: \$1,612.69
0485	PCB	4614			WEX		Wire
				B 01	215 082	FSA Jul 11 2023	\$208.34
PO#:	Voucher #:	39347	Invoice	Invoice No:	7.11.23	7/31/2023	Paid Amt: \$208.34
							Check Amount: \$208.34
0485	PCB	75283	4754		BUSINESS U LLC		Check
				E 01	020 215 000 000 430	Curriculum Review	\$7,110.00
PO#: 5449	Voucher #:	38925	Invoice	Invoice No:	RHMN230626	7/11/2023	Paid Amt: \$7,110.00
							Check Amount: \$7,110.00
0485	PCB	75284	2602		CLIMATE AIR INC		Check
				E 01	005 810 000 000 350	Elem Blower Motors	\$2,116.11
PO#:	Voucher #:	38948	Invoice	Invoice No:	55457	7/11/2023	Paid Amt: \$2,116.11
							Check Amount: \$2,116.11
0485	PCB	75285	1090		CMERDC		Check
				E 01	005 110 000 000 820	Viewpoint Data Solutions	\$3,676.40
PO#:	Voucher #:	38932	Invoice	Invoice No:	192013	39 7/11/2023	Paid Amt: \$3,676.40
				E 01	010 203 000 000 430	Elementary (K) art supplies	\$169.22
PO#: 5302	Voucher #:	38933	Invoice	Invoice No:	192359	7/11/2023	Paid Amt: \$169.22

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75285	1090		CMERDC		Check		
				E 01 020 211	000 000 430 Office Supplies/Paper for 2023-2024 School ye			\$1,028.96	
	PO#: 5298	Voucher #:	38934	Invoice	Invoice No: 192398	7/11/2023	Paid Amt:	\$1,028.96	
				E 01 020 211	000 000 430 Office Supplies/Paper for 2023-2024 School ye			\$4,427.79	
	PO#:	Voucher #:	38935	Invoice	Invoice No: 192397	7/11/2023	Paid Amt:	\$4,427.79	
				E 01 010 203	000 000 430 40 cases of paper - Kind.			\$1,624.80	
	PO#: 5304	Voucher #:	38936	Invoice	Invoice No: 192396	7/11/2023	Paid Amt:	\$1,624.80	
				E 01 010 203	000 000 430 40 cases of paper - Kind.			\$1,624.80	
	PO#: 5300	Voucher #:	38937	Invoice	Invoice No: 192395	7/11/2023	Paid Amt:	\$1,624.80	
				E 01 010 203	000 000 430 Paper order			\$4,375.60	
	PO#:	Voucher #:	38938	Invoice	Invoice No: 192389	7/11/2023	Paid Amt:	\$4,375.60	
				E 01 010 203	000 000 430 Elementary office supplies			\$484.42	
	PO#: 5301	Voucher #:	38939	Invoice	Invoice No: 192360	7/11/2023	Paid Amt:	\$484.42	
								Check Amount:	\$17,411.99
0485	PCB	75286	4130		DH CONCRETE, INC.		Check		
				E 01 010 865	000 384 305 Elem School Stoop Repair			\$500.00	
	PO#:	Voucher #:	38943	Invoice	Invoice No: 1448	7/11/2023	Paid Amt:	\$500.00	
								Check Amount:	\$500.00
0485	PCB	75287	4715		GOODHEART-WILLCOX PUBLISHER		Check		
				E 01 020 211	000 302 406 Ag Curriculum			\$8,425.98	
	PO#: 5438	Voucher #:	38926	Invoice	Invoice No: 01939790	7/11/2023	Paid Amt:	\$8,425.98	
								Check Amount:	\$8,425.98
0485	PCB	75288	3869		GREENHOUSE MEGASTORE		Check		
				E 01 020 301	096 830 430 PVC Solenoid Valve 24v			\$199.50	
	PO#: 5388	Voucher #:	38947	Invoice	Invoice No: PSI0481877	7/11/2023	Paid Amt:	\$199.50	
								Check Amount:	\$199.50
0485	PCB	75289	1713		MAAE		Check		
				E 01 020 298	062 000 401 Summer MAAE Agriculture Teacher Conferenc			\$522.00	
	PO#: 5275	Voucher #:	38952	Invoice	Invoice No: S1695-463-38	7/11/2023	Paid Amt:	\$522.00	
								Check Amount:	\$522.00
0485	PCB	75290	1713		MAAE		Check		
				E 01 020 298	062 000 401 Number 1874/www.mnaged.org Liddane			\$522.00	
	PO#:	Voucher #:	38953	Invoice	Invoice No: 71..23	7/11/2023	Paid Amt:	\$522.00	
								Check Amount:	\$522.00
0485	PCB	75291	1752		MASA		Check		
				E 01 005 640	000 316 366 MDE Conference 40			\$199.00	
	PO#:	Voucher #:	38940	Invoice	Invoice No: 410880260	7/11/2023	Paid Amt:	\$199.00	
								Check Amount:	\$199.00

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75292	1375		NAPA AUTO PARTS		Check		
				E 01	005 810 000 000 401	Hardener		\$27.99	
	PO#:	Voucher #:	38944	Invoice	Invoice No: 558989	7/11/2023	Paid Amt:	\$27.99	
				E 01	005 810 000 000 401	Wheel bearing, hub		\$263.47	
	PO#:	Voucher #:	38930	Invoice	Invoice No: 558397	7/11/2023	Paid Amt:	\$263.47	
								Check Amount:	\$291.46
0485	PCB	75293	3538		NETOP TECH INC		Check		
				E 01	020 211 000 000 406	VISPRO-CLASS-UNL Renewal		\$206.00	
	PO#: 5466	Voucher #:	38942	Invoice	Invoice No: 205502	7/11/2023	Paid Amt:	\$206.00	
								Check Amount:	\$206.00
0485	PCB	75294	1392		OAK ELECTRIC SERVICE, INC		Check		
				E 01	005 865 000 370 350	Kitchen Electrical Work		\$1,606.00	
	PO#:	Voucher #:	38945	Invoice	Invoice No: 6228	7/11/2023	Paid Amt:	\$1,606.00	
				E 01	005 865 000 370 350	Kitchen Electrical Work		\$127.00	
	PO#:	Voucher #:	38946	Invoice	Invoice No: 6236	7/11/2023	Paid Amt:	\$127.00	
								Check Amount:	\$1,733.00
0485	PCB	75295	2761		SAFARI NORTH WILDLIFE PARK		Check		
				E 01	010 203 000 000 369	Field Trip		\$440.00	
	PO#:	Voucher #:	38931	Invoice	Invoice No: 28	7/11/2023	Paid Amt:	\$440.00	
				E 01	010 203 000 000 369	1st Grade Field Trip		\$528.00	
	PO#:	Voucher #:	38929	Invoice	Invoice No: 52	7/11/2023	Paid Amt:	\$528.00	
								Check Amount:	\$968.00
0485	PCB	75296	3232		SYTEK COMMUNICATIONS		Check		
				E 01	005 810 000 000 320	Fiber Move/Labor		\$18,154.65	
	PO#:	Voucher #:	38949	Invoice	Invoice No: 005255	7/11/2023	Paid Amt:	\$18,154.65	
								Check Amount:	\$18,154.65
0485	PCB	75297	4718		The ATP Group, Inc		Check		
				E 01	020 211 000 302 406	Ag Curriculum Materials		\$10,272.02	
	PO#: 5437	Voucher #:	38804	Invoice	Invoice No: 806930	7/11/2023	Paid Amt:	\$10,272.02	
				E 01	020 211 000 302 406	Culinary Arts Package		\$3,031.72	
	PO#: 5444	Voucher #:	38890	Invoice	Invoice No: 807198	7/11/2023	Paid Amt:	\$3,031.72	
								Check Amount:	\$13,303.74
0485	PCB	75298	3142		ASSOCIATED BANK		Check		
				E 07	005 910 000 000 720	Bond Interest		\$15,797.50	
	PO#:	Voucher #:	39016	Invoice	Invoice No: 6.21.23	7/13/2023	Paid Amt:	\$15,797.50	
								Check Amount:	\$15,797.50

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75299	1903		BECKER SCREENPRINTING		Check		
				E 04	005 505 000 321 401	MAP T-SHIRTS		\$1,095.50	
	PO#:	Voucher #:	39029	Invoice	Invoice No: 5878	7/13/2023	Paid Amt:	\$1,095.50	
							Check Amount:	\$1,095.50	
0485	PCB	75300	4541		BIO CORPORATION INC		Check		
				E 01	020 260 255 000 430	Starfish		\$21.00	
	PO#: 5256	Voucher #:	39008	Invoice	Invoice No: 1051970	7/13/2023	Paid Amt:	\$21.00	
							Check Amount:	\$21.00	
0485	PCB	75301	3442		BROTHERS FIRE PROTECTION		Check		
				E 01	005 810 000 000 401	DISTRICT KEY FOBS		\$1,863.00	
	PO#:	Voucher #:	39009	Invoice	Invoice No: W26879	7/13/2023	Paid Amt:	\$1,863.00	
							Check Amount:	\$1,863.00	
0485	PCB	75302	4359		BUYSE ROOFING OF ST. CLOUD INC		Check		
				E 01	005 810 000 000 350	Roof Repairs		\$195.00	
	PO#:	Voucher #:	39010	Invoice	Invoice No: 5420	7/13/2023	Paid Amt:	\$195.00	
							Check Amount:	\$195.00	
0485	PCB	75303	4370		CAPITAL ONE		Check		
				E 01	020 260 000 000 430	Classroom Supplies		\$177.77	
	PO#:	Voucher #:	39043	Invoice	Invoice No: 6.19.23	7/13/2023	Paid Amt:	\$177.77	
							Check Amount:	\$177.77	
0485	PCB	75304	4759		Carousel Digital Signage		Check		
				E 01	005 690 690 302 555	CLD-K12-SUB-1YR-DIRECT subscription for a		\$2,950.00	
				E 01	005 690 690 302 555	Carousel Cloud Channel Design		\$1,250.00	
	PO#: 5467	Voucher #:	38941	Invoice	Invoice No: CSL-INV-2023071038	7/13/2023	Paid Amt:	\$4,200.00	
							Check Amount:	\$4,200.00	
0485	PCB	75305	3344		CDW-GOVERNMENT		Check		
				E 01	005 110 690 000 401	MU-PE2T0S/AM Samsung T7 Shield MU-PE2'		\$123.49	
	PO#: 5430	Voucher #:	39011	Invoice	Invoice No: KH91638	7/13/2023	Paid Amt:	\$123.49	
							Check Amount:	\$123.49	
0485	PCB	75306	1086		CITY OF ROYALTON		Check		
				E 01	005 810 000 000 332	Acct 01-00003550-00-8 Water/Sewer		\$1,031.47	
	PO#:	Voucher #:	39030	Invoice	Invoice No: 6.30.23	7/13/2023	Paid Amt:	\$1,031.47	
				E 01	005 810 000 000 332	Acct 01-00002863-00-6 Water/Sewer		\$648.48	
	PO#:	Voucher #:	39031	Invoice	Invoice No: 6.30.23	7/13/2023	Paid Amt:	\$648.48	
							Check Amount:	\$1,679.95	
0485	PCB	75307	1121		DISCOUNT SCHOOL SUPPLY	42	Check		
				E 04	005 505 000 000 401	CWFPS FINGER PAINTS SET		\$124.76	
				E 04	005 505 000 000 401	JSP WASHABLE STAMP PADS SET		\$173.24	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	75307	1121		DISCOUNT SCHOOL SUPPLY		Check
				E 04	005 505 000 000 401	PRIMEDAB DABBER DOTS SET	\$159.92
				E 04	005 505 000 000 401	ESTICKER EYE STICKERS	\$60.00
				E 04	005 505 000 000 401	9CPBK BLACK CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPBR BROWN CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPOR ORANGE CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPRE RED CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPWH WHITE CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPVI VIOLET CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPPI PINK CONSTRUCTION PAPER	\$8.70
				E 04	005 505 000 000 401	9CPSB BLUE CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPGY GRAY CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPHP HOT PINK CONSTRUCTION PAPER	\$8.70
				E 04	005 505 000 000 401	9CPLBR LIGHT BROWN CONSTRUCTION P	\$11.60
				E 04	005 505 000 000 401	9CPDK DARK BROWN CONSTRUCTION PAI	\$11.60
				E 04	005 505 000 000 401	9CPGR GREEN CONSTRUCTION PAPER	\$11.60
				E 04	005 505 000 000 401	9CPHG HOLIDAY GREEN CONSTRUCTION I	\$11.60
				E 04	005 505 000 000 401	9CPBL BRIGHT BLUE CONSTRUCTION PAP	\$11.60
				E 04	005 505 000 000 401	TEMST144 PAINT STICK PACK	\$138.22
				E 04	005 505 000 000 401	10PC PAINT CUPS	\$59.97
				E 04	005 505 000 000 401	9NE NEWS PRINT EASEL PAPER	\$14.98
				E 04	005 505 000 000 401	TRANSYM GEO BOARDS	\$28.99
				E 04	005 505 000 000 401	STAIR NUMBERING STAIR	\$29.97
				E 04	005 505 000 000 401	SHIP99 - Free Shipping	\$0.00
PO#: 5423	Voucher #: 39012	Invoice	Invoice No: P42262260101			7/13/2023	Paid Amt: \$958.25
							Check Amount: \$958.25
0485	PCB	75308	1133		ECM PUBLISHERS INC		Check
				E 01	005 110 000 000 380	May 22 Regular Minutes	\$171.84
PO#:	Voucher #: 39013	Invoice	Invoice No: 954917			7/13/2023	Paid Amt: \$171.84
				E 01	005 110 000 000 380	Jun 5 Special Minutes	\$37.44
PO#:	Voucher #: 39014	Invoice	Invoice No: 954916			7/13/2023	Paid Amt: \$37.44
				E 01	005 110 000 000 380	Jun 26 Reg Meeting	\$101.76
PO#:	Voucher #: 39015	Invoice	Invoice No: 953610			7/13/2023	Paid Amt: \$101.76
							Check Amount: \$311.04
0485	PCB	75309	3126		EMCSC		Check
				E 01	020 292 087 000 401	Trap Shooting Range	\$3,608.00
PO#:	Voucher #: 39019	Invoice	Invoice No: 7.13.23			43 7/13/2023	Paid Amt: \$3,608.00
							Check Amount: \$3,608.00

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75310	1163		FIEDLERS PUMPING SPEC		Check		
				E 01	005 810 000 000 305	SEPTIC PUMP BUS GARAGE		\$603.00	
	PO#:	Voucher #:	39020	Invoice	Invoice No: 54222	7/13/2023	Paid Amt:	\$603.00	
								Check Amount:	\$603.00
0485	PCB	75311	4399		FRIEDRICH'S AUTO & TRUCK SALES & REPAIR		Check		
				E 01	005 760 000 720 350	Brakes		\$893.51	
	PO#:	Voucher #:	39021	Invoice	Invoice No: 42485	7/13/2023	Paid Amt:	\$893.51	
				E 01	005 760 000 720 350	Engine Repair		\$748.48	
	PO#:	Voucher #:	39022	Invoice	Invoice No: 42714	7/13/2023	Paid Amt:	\$748.48	
				E 01	005 760 000 720 350	Clamps, Connector		\$108.13	
	PO#:	Voucher #:	39023	Invoice	Invoice No: 42974	7/13/2023	Paid Amt:	\$108.13	
				E 01	005 760 000 720 350	Filters, Oil		\$999.79	
	PO#:	Voucher #:	39024	Invoice	Invoice No: 42785	7/13/2023	Paid Amt:	\$999.79	
								Check Amount:	\$2,749.91
0485	PCB	75312	3760		JOANN WEIR		Check		
				E 01	005 640 000 316 366	Reimbursement for CE Institute		\$130.00	
	PO#:	Voucher #:	39027	Invoice	Invoice No: 6.20.23	7/13/2023	Paid Amt:	\$130.00	
								Check Amount:	\$130.00
0485	PCB	75313	1899		MARCO TECHNOLOGIES, LLC		Check		
				E 01	005 690 690 000 305	EXPANDER FOR SYMNET SYSTEM		\$587.50	
	PO#:	Voucher #:	39040	Invoice	Invoice No: INV11355299	7/13/2023	Paid Amt:	\$587.50	
				E 01	005 690 690 000 305	Consulting Request		\$137.50	
	PO#:	Voucher #:	39041	Invoice	Invoice No: INV11347826	7/13/2023	Paid Amt:	\$137.50	
				E 01	005 690 690 000 305	Consulting Request		\$275.00	
	PO#:	Voucher #:	39042	Invoice	Invoice No: INV11343583	7/13/2023	Paid Amt:	\$275.00	
								Check Amount:	\$1,000.00
0485	PCB	75314	2524		MIDCONTINENT COMMUNICATIONS		Check		
				E 01	005 810 000 000 320	PHONE SERVICE		\$1,252.93	
	PO#:	Voucher #:	39032	Invoice	Invoice No: 14529320113432	7/13/2023	Paid Amt:	\$1,252.93	
								Check Amount:	\$1,252.93
0485	PCB	75315	1346		MINNESOTA POWER		Check		
				E 01	020 810 000 000 331	ATHLETICS		\$78.60	
	PO#:	Voucher #:	39036	Invoice	Invoice No: 669268756834	7/13/2023	Paid Amt:	\$78.60	
				E 01	010 810 000 000 331	ES		\$4,352.54	
	PO#:	Voucher #:	39033	Invoice	Invoice No: 401986462252	7/13/2023	Paid Amt:	\$4,352.54	
				E 01	020 810 000 000 331	Acct 811180000 Elect		\$405.16	
	PO#:	Voucher #:	39034	Invoice	Invoice No: 811826801403	7/13/2023	Paid Amt:	\$405.16	
								Check Amount:	\$4,836.30

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	75316	1346		MINNESOTA POWER		Check
				E 01	020 810 000 000 331	Acct 5091115490 MS/HS	\$14,440.40
PO#:	Voucher #:	39035	Invoice	Invoice No:	509999446573	7/13/2023	Paid Amt: \$14,440.40
							Check Amount: \$14,440.40
0485	PCB	75317	4571		Mjolsness, Jason & Amy		Check
				R 04	000 570 000 321 050	REFUND FOR MAP	\$100.00
PO#:	Voucher #:	39025	Invoice	Invoice No:	19826	7/13/2023	Paid Amt: \$100.00
							Check Amount: \$100.00
0485	PCB	75318	1788		MNIAAA		Check
				E 01	020 292 000 000 366	NEW AD CONFERENCE	\$335.00
PO#:	Voucher #:	39018	Invoice	Invoice No:	1209	7/13/2023	Paid Amt: \$335.00
							Check Amount: \$335.00
0485	PCB	75319	3113		REPUBLIC SERVICES #891		Check
				E 01	005 810 000 000 330	WASTE MANAGEMENT SERVICE	\$1,002.70
PO#:	Voucher #:	39037	Invoice	Invoice No:	0891-001277225	7/13/2023	Paid Amt: \$1,002.70
				E 01	005 810 000 000 330	WASTE MANAGEMENT SERVICE	\$822.40
PO#:	Voucher #:	39038	Invoice	Invoice No:	0891-001277226	7/13/2023	Paid Amt: \$822.40
							Check Amount: \$1,825.10
0485	PCB	75320	4366		rSchoolToday (DWC)		Check
				E 01	020 292 000 000 305	Activity Scheduler - Renewal	\$375.00
PO#:	Voucher #:	39017	Invoice	Invoice No:	89846	7/13/2023	Paid Amt: \$375.00
							Check Amount: \$375.00
0485	PCB	75321	4755		SQUIRES, WALDSPURGER & MACE		Check
				E 01	005 020 000 000 313	Legal	\$3,351.56
PO#:	Voucher #:	39028	Invoice	Invoice No:	17893	7/13/2023	Paid Amt: \$3,351.56
							Check Amount: \$3,351.56
0485	PCB	75322	4206		T-MOBILE		Check
				E 01	005 810 000 000 320	Mobile Internet Acct 971799683	\$100.00
PO#:	Voucher #:	39039	Invoice	Invoice No:	6.21.23	7/13/2023	Paid Amt: \$100.00
							Check Amount: \$100.00
0485	PCB	75323	4761		CANS R US, LLC		Check
				E 01	005 810 000 000 305	Toilet Rental	\$770.00
PO#:	Voucher #:	39047	Invoice	Invoice No:	2375	7/19/2023	Paid Amt: \$770.00
							Check Amount: \$770.00
0485	PCB	75324	1079		CENTRAL MN ALARMS INC		Check
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr 45lem	\$159.00
PO#:	Voucher #:	39084	Invoice	Invoice No:	92832	7/19/2023	Paid Amt: \$159.00

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75324	1079		CENTRAL MN ALARMS INC		Check		
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr Elem		\$129.00	
PO#:	Voucher #:	39085	Invoice		Invoice No: 92833	7/19/2023	Paid Amt:	\$129.00	
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr HS		\$93.00	
PO#:	Voucher #:	39086	Invoice		Invoice No: 92834	7/19/2023	Paid Amt:	\$93.00	
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr HS Fir		\$159.00	
PO#:	Voucher #:	39087	Invoice		Invoice No: 92835	7/19/2023	Paid Amt:	\$159.00	
				E 01	005 865 000 363 305	Alarm Service 3rd Qtr HS		\$171.00	
PO#:	Voucher #:	39088	Invoice		Invoice No: 92836	7/19/2023	Paid Amt:	\$171.00	
Check Amount:								\$711.00	
0485	PCB	75325	4119		DAKOTA TRUCK UNDERWRITERS		Check		
				E 01	005 930 000 000 270	Worker's Comp Bal Due FY24		\$26,856.00	
PO#:	Voucher #:	39090	Invoice		Invoice No: 3703222	7/19/2023	Paid Amt:	\$26,856.00	
Check Amount:								\$26,856.00	
0485	PCB	75326	1132		ECKROTH MUSIC CO		Check		
				E 01	010 258 000 000 430	SN6X Ukuele Clip on Tuner Snark		\$87.00	
PO#: 5396	Voucher #:	39048	Invoice		Invoice No: 4889791	7/19/2023	Paid Amt:	\$87.00	
				E 01	010 258 000 000 430	FN232 Trophy Music Spoons		\$263.40	
				E 01	010 258 000 000 430	BWDG Boomwhacker Diatonic		\$63.84	
				E 01	010 258 000 000 430	BWJG Boomwhacker Bass Diatonic		\$186.20	
				E 01	010 258 000 000 430	Discount		(\$0.15)	
PO#: 5396	Voucher #:	39049	Invoice		Invoice No: 4893597	7/19/2023	Paid Amt:	\$513.29	
				E 01	010 258 000 000 430	KALKA15S Kala KA15S Soprano Ukuele Satin		\$255.30	
PO#: 5396	Voucher #:	39050	Invoice		Invoice No: 4893636	7/19/2023	Paid Amt:	\$255.30	
				E 01	020 258 091 000 430	Pearl Base Drum		\$1,453.32	
				E 01	020 258 091 000 430	Pear Tenor Drum Carry		\$815.56	
PO#: 5409	Voucher #:	39051	Invoice		Invoice No: 4900193	7/19/2023	Paid Amt:	\$2,268.88	
Check Amount:								\$3,124.47	
0485	PCB	75327	1141		ELECTRIC MOTOR SERVICE		Check		
				E 01	005 810 000 000 401	V-Belt		\$216.40	
PO#:	Voucher #:	39052	Invoice		Invoice No: IN0294160	7/19/2023	Paid Amt:	\$216.40	
				E 01	005 810 000 000 401	Marathon Motor		\$565.54	
PO#:	Voucher #:	39053	Invoice		Invoice No: IN0294209	7/19/2023	Paid Amt:	\$565.54	
Check Amount:								\$781.94	
0485	PCB	75328	4399		FRIEDRICH'S AUTO & TRUCK SALES & REPAIR		Check		
				E 01	005 760 000 720 350	Fan Clutch		\$2,597.94	
PO#:	Voucher #:	39091	Invoice		Invoice No: 42855	7/19/2023	Paid Amt:	\$2,597.94	
				E 01	005 760 000 720 350	Oil Filters		\$540.61	
PO#:	Voucher #:	39092	Invoice		Invoice No: 43190	7/19/2023	Paid Amt:	\$540.61	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75328	4399		FRIEDRICH'S AUTO & TRUCK SALES & REPAIR		Check		
				E 01	005 760 000 720 350	Seals		\$1,186.75	
PO#:	Voucher #:	39093	Invoice	Invoice No:	42392	7/19/2023	Paid Amt:	\$1,186.75	
				E 01	005 760 000 720 350	Oil Filters		\$375.28	
PO#:	Voucher #:	39094	Invoice	Invoice No:	43192	7/19/2023	Paid Amt:	\$375.28	
				E 01	005 760 000 720 350	Radiator		\$2,677.44	
PO#:	Voucher #:	39095	Invoice	Invoice No:	43193	7/19/2023	Paid Amt:	\$2,677.44	
				E 01	005 760 000 720 350	Alternator		\$2,730.14	
PO#:	Voucher #:	39096	Invoice	Invoice No:	43188	7/19/2023	Paid Amt:	\$2,730.14	
				E 01	005 760 000 720 350	Calipers		\$820.99	
PO#:	Voucher #:	39097	Invoice	Invoice No:	43551	7/19/2023	Paid Amt:	\$820.99	
								Check Amount:	\$10,929.15
0485	PCB	75329	3120		GREAT RIVER BOWL		Check		
				E 04	005 570 114 321 369	MAP Bowling		\$193.50	
PO#:	Voucher #:	39054	Invoice	Invoice No:	20231407	7/19/2023	Paid Amt:	\$193.50	
								Check Amount:	\$193.50
0485	PCB	75330	1206		HELENA AGRI-ENTERPRISES, LLC		Check		
				E 01	005 810 000 000 401	Tempo SC		\$99.90	
PO#:	Voucher #:	39055	Invoice	Invoice No:	381052722	7/19/2023	Paid Amt:	\$99.90	
				E 01	005 810 000 000 401	LV Ester		\$42.42	
PO#:	Voucher #:	39056	Invoice	Invoice No:	381052957	7/19/2023	Paid Amt:	\$42.42	
				E 01	005 810 000 000 401	Gly Star		\$237.35	
PO#:	Voucher #:	39057	Invoice	Invoice No:	381052956	7/19/2023	Paid Amt:	\$237.35	
								Check Amount:	\$379.67
0485	PCB	75331	1215		HILLYARD INC		Check		
				E 01	005 810 000 000 401	Scrubber		\$600.14	
PO#:	Voucher #:	39058	Invoice	Invoice No:	605153404	7/19/2023	Paid Amt:	\$600.14	
				E 01	005 810 000 000 401	Pads		\$5.58	
PO#:	Voucher #:	39059	Invoice	Invoice No:	605153405	7/19/2023	Paid Amt:	\$5.58	
				E 01	005 810 000 000 401	Pads		\$527.58	
PO#:	Voucher #:	39060	Invoice	Invoice No:	605158710	7/19/2023	Paid Amt:	\$527.58	
				E 01	005 810 000 000 401	Pads		\$107.24	
PO#:	Voucher #:	39061	Invoice	Invoice No:	605161439	7/19/2023	Paid Amt:	\$107.24	
				E 01	005 810 000 000 401	Pads		\$68.94	
PO#:	Voucher #:	39062	Invoice	Invoice No:	605165242	7/19/2023	Paid Amt:	\$68.94	
				E 01	005 810 000 000 401	Pads		\$174.79	
PO#:	Voucher #:	39063	Invoice	Invoice No:	605165233	7/19/2023	Paid Amt:	\$174.79	
				E 01	005 810 000 000 401	Velcro		\$94.38	
PO#:	Voucher #:	39064	Invoice	Invoice No:	700550865	7/19/2023	Paid Amt:	\$94.38	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
0485	PCB	75331	1215		HILLYARD INC		Check
				E 01	005 810 000 000 401 CM Pads		(\$6.42)
PO#:	Voucher #:	39098	Invoice	Invoice No:	800639364	7/19/2023	Paid Amt: (\$6.42)
				E 01	005 810 000 000 401 Vacuum Repair		\$137.10
PO#:	Voucher #:	39099	Invoice	Invoice No:	700551199	7/19/2023	Paid Amt: \$137.10
				E 01	005 810 000 000 401 Vacuum Repair		\$88.80
PO#:	Voucher #:	39100	Invoice	Invoice No:	700551200	7/19/2023	Paid Amt: \$88.80
				E 01	005 810 000 000 401 Rocker		\$31.46
PO#:	Voucher #:	39101	Invoice	Invoice No:	700551208	7/19/2023	Paid Amt: \$31.46
Check Amount:							\$1,829.59
0485	PCB	75332	3748		HUDL		Check
				E 01	020 294 054 000 305 FB		\$2,599.00
				E 01	020 296 058 000 305 VB		\$1,250.00
				E 01	020 294 055 000 305 BBB		\$1,350.00
				E 01	020 296 055 000 305 GBB		\$1,350.00
				E 01	020 292 000 000 305 ATHLETICS		\$4,451.00
PO#:	Voucher #:	39065	Invoice	Invoice No:	H00020340	7/19/2023	Paid Amt: \$11,000.00
Check Amount:							\$11,000.00
0485	PCB	75333	3784		INDEPENDENT SCHOOL DIST #482		Check
				E 01	020 296 063 000 305 Dance		\$3,001.65
				E 01	020 292 000 000 305 Swim/Dive		\$1,257.10
PO#:	Voucher #:	39066	Invoice	Invoice No:	0002300029	7/19/2023	Paid Amt: \$4,258.75
Check Amount:							\$4,258.75
0485	PCB	75334	1238		INNOVATIVE OFFICE SOLUTION, LLC		Check
				E 01	010 203 000 302 530 Chairs/Desks		\$28,561.00
PO#: 5441	Voucher #:	39045	Invoice	Invoice No:	CIN116659	7/19/2023	Paid Amt: \$28,561.00
Check Amount:							\$28,561.00
0485	PCB	75335	1267		KEMPS, LLC		Check
				E 02	005 770 000 701 490 MILK		\$199.90
				E 04	005 570 000 000 490 Milk MAP		\$28.40
PO#:	Voucher #:	39102	Invoice	Invoice No:	4685929	7/19/2023	Paid Amt: \$228.30
				E 02	005 770 000 701 490 MILK		\$156.90
PO#:	Voucher #:	39103	Invoice	Invoice No:	4691887	7/19/2023	Paid Amt: \$156.90
Check Amount:							\$385.20
0485	PCB	75336	1278		LAKESHORE LEARNING MATERIALS		Check
				E 04	005 505 000 000 401 PP182 LIGHT UP TIMERS		\$59.98
				E 04	005 505 000 000 401 LC960X S&E STORY TELLING KITS		\$119.00
				E 04	005 505 000 000 401 LC260X STORY TELLING SET 2		\$47.99

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75336	1278		LAKESHORE LEARNING MATERIALS		Check		
				E 04	005 505 000 000 401	LC270X STORY Telling set 1		\$47.99	
				E 04	005 505 000 000 401	AA525X LAUNCH LEARN GAMES		\$95.00	
				E 04	005 505 000 000 401	Shipping		\$55.50	
	PO#: 5420	Voucher #:	39067	Invoice	Invoice No: 797256061623	7/19/2023	Paid Amt:	\$425.46	
							Check Amount:	\$425.46	
0485	PCB	75337	4540		MARCO		Check		
				E 01	005 690 690 302 555	COPIERS CONTRACT		\$1,784.39	
	PO#:	Voucher #:	39106	Invoice	Invoice No: 34411568	7/19/2023	Paid Amt:	\$1,784.39	
							Check Amount:	\$1,784.39	
0485	PCB	75338	1899		MARCO TECHNOLOGIES, LLC		Check		
				E 01	005 690 690 000 305	Scanner Config		\$412.50	
	PO#:	Voucher #:	39104	Invoice	Invoice No: INV11390389	7/19/2023	Paid Amt:	\$412.50	
				E 01	005 690 690 000 305	Permissions		\$400.00	
	PO#:	Voucher #:	39105	Invoice	Invoice No: INV11394115	7/19/2023	Paid Amt:	\$400.00	
							Check Amount:	\$812.50	
0485	PCB	75339	3263		MINDWARE		Check		
				E 01	010 203 101 000 430	56035 Q-Bitz Extreme		\$37.94	
				E 01	010 203 101 000 430	13991245 Hardwood Keva Brain Builders		\$147.90	
				E 01	010 203 101 000 430	Free shipping		\$0.00	
	PO#: 5356	Voucher #:	39068	Invoice	Invoice No: 72528740101	7/19/2023	Paid Amt:	\$185.84	
							Check Amount:	\$185.84	
0485	PCB	75340	1915		NORTH CENTRAL BUS & EQUIPMENT, INC.		Check		
				E 01	005 760 000 720 401	Tape, Seat Assbly		\$360.94	
	PO#:	Voucher #:	39069	Invoice	Invoice No: 302893	7/19/2023	Paid Amt:	\$360.94	
				E 01	005 760 000 720 401	R.E.D. Girg		\$108.32	
	PO#:	Voucher #:	39070	Invoice	Invoice No: 302910	7/19/2023	Paid Amt:	\$108.32	
				E 01	005 760 000 720 401	Clamp, Exhaust Pipe		\$130.17	
	PO#:	Voucher #:	39071	Invoice	Invoice No: 303013	7/19/2023	Paid Amt:	\$130.17	
							Check Amount:	\$599.43	
0485	PCB	75341	1401		ORIENTAL TRADING CO./INC		Check		
				E 04	005 570 000 000 401	13807557 Tempra paint bulk 16oz classic color		\$55.98	
				E 04	005 570 000 000 401	14152655 Creative kids bulk water paint 40pk		\$47.99	
				E 04	005 570 000 000 401	14375483 Halifax water color paper 11x15 90lt		\$49.99	
				E 04	005 570 000 000 401	13674994 Bulk crayola oil pastel chalk 336pk		\$68.00	
				E 04	005 570 000 000 401	Free shipping - Patriotic23		\$0.00	
	PO#: 5371	Voucher #:	39072	Invoice	Invoice No: 72514543701	7/19/2023	Paid Amt:	\$221.96	
							Check Amount:	\$221.96	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75343	4591		ROBERT PLOMBON		Check		
				E 01	005 010 000 000 305	Robert Plombon AP		\$750.00	
				E 04	005 570 000 000 305	Robert Plombon AP		\$125.00	
				E 04	005 582 000 344 305	Robert Plombon AP		\$125.00	
PO#:	Voucher #:	39044	Invoice	Invoice No:	6/16-6/30/2023	7/19/2023	Paid Amt:	\$1,000.00	
							Check Amount:	\$1,000.00	
0485	PCB	75344	1477		ROYALTON LUMBER COMPANY		Check		
				E 01	005 810 000 000 401	Misc Supplies		\$329.13	
PO#:	Voucher #:	39073	Invoice	Invoice No:	859962	7/19/2023	Paid Amt:	\$329.13	
							Check Amount:	\$329.13	
0485	PCB	75345	2464		SPEER CHIROPRACTIC, PA		Check		
				E 01	005 760 000 720 305	DOT PHYSICAL Goedderz		\$100.00	
PO#:	Voucher #:	39089	Invoice	Invoice No:	7.13.23	7/19/2023	Paid Amt:	\$100.00	
							Check Amount:	\$100.00	
0485	PCB	75346	2577		SYSCO WESTERN MN, INC.		Check		
				E 02	005 770 000 701 490	LUNCH		\$1,830.43	
				E 04	005 570 000 000 490	MAP		\$239.01	
PO#:	Voucher #:	39074	Invoice	Invoice No:	253425971	7/19/2023	Paid Amt:	\$2,069.44	
				E 02	005 770 000 701 490	LUNCH		\$524.16	
PO#:	Voucher #:	39075	Invoice	Invoice No:	253425973	7/19/2023	Paid Amt:	\$524.16	
				E 02	005 770 000 701 490	LUNCH		\$105.52	
PO#:	Voucher #:	39076	Invoice	Invoice No:	253425975	7/19/2023	Paid Amt:	\$105.52	
				E 02	005 770 000 701 490	LUNCH		\$19.80	
PO#:	Voucher #:	39077	Invoice	Invoice No:	253425970	7/19/2023	Paid Amt:	\$19.80	
				E 02	005 770 000 701 491	Commodity		\$49.90	
PO#:	Voucher #:	39078	Invoice	Invoice No:	253425974	7/19/2023	Paid Amt:	\$49.90	
				E 02	005 770 000 705 490	Breakfast		\$382.59	
PO#:	Voucher #:	39079	Invoice	Invoice No:	253425972	7/19/2023	Paid Amt:	\$382.59	
							Check Amount:	\$3,151.41	
0485	PCB	75347	1559		TECH CHECK, LLC		Check		
				E 01	005 690 690 302 555	9U1-R650-US00 Ruckus R650 Wireless Acces		\$46,215.00	
PO#: 5383	Voucher #:	39080	Invoice	Invoice No:	52037	7/19/2023	Paid Amt:	\$46,215.00	
				E 01	005 690 690 302 555	9U1-R750-US00 Ruckus R750 Wireless Acces		\$9,814.95	
				E 01	005 690 690 302 555	Labor		\$0.00	
PO#: 5382	Voucher #:	39109	Invoice	Invoice No:	52026	7/19/2023	Paid Amt:	\$9,814.95	
							Check Amount:	\$56,029.95	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75348	4348		UNITED ART AND EDUCATION, INC		Check		
				E 01	010 212 000 000 430	Stroke Coat		\$29.16	
	PO#:	Voucher #:	39081	Invoice	Invoice No:	INV187266	7/19/2023	Paid Amt:	\$29.16
								Check Amount:	\$29.16
0485	PCB	75349	1881		US GAMES		Check		
				E 01	010 203 000 000 430	5806 Voit volleyball trainer		\$79.96	
				E 01	010 203 000 000 430	1453546 Deluxe storage bins		\$311.99	
				E 01	010 203 000 000 430	Shipping		\$70.55	
	PO#: 5376	Voucher #:	39082	Invoice	Invoice No:	921833833	7/19/2023	Paid Amt:	\$462.50
								Check Amount:	\$462.50
0485	PCB	75350	1592		VERIZON WIRELESS		Check		
				E 01	005 810 000 000 320	PHONE SERVICE		\$194.07	
	PO#:	Voucher #:	39107	Invoice	Invoice No:	9939416884	7/19/2023	Paid Amt:	\$194.07
								Check Amount:	\$194.07
0485	PCB	75351	1611		XCEL ENERGY		Check		
				E 01	005 810 000 000 440	Acct 51-4433400-5		\$413.45	
	PO#:	Voucher #:	39083	Invoice	Invoice No:	835802063	7/19/2023	Paid Amt:	\$413.45
								Check Amount:	\$413.45
0485	PCB	75352	4438		ALLSTATE BENEFITS		Check		
				B 01	215 070	Allstate		\$417.71	
				B 01	215 070	Adjustment		\$371.06	
				B 04	215 070	Payroll Deductions		\$12.32	
	PO#:	Voucher #:	38766	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$801.09
				B 01	215 070	Allstate		\$377.07	
				B 04	215 070	Payroll Deductions		\$12.32	
	PO#:	Voucher #:	38896	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$389.39
								Check Amount:	\$1,190.48
0485	PCB	75353	4665		HARTFORD INSURANCE		Check		
				B 01	215 032	Life		\$440.96	
				B 01	215 032	Adjustment		\$288.60	
				B 02	215 032	Life		\$41.31	
				B 04	215 032	Life		\$89.67	
	PO#:	Voucher #:	38771	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$860.54
				B 01	215 031	LTD		\$764.45	
				B 02	215 031	LTD		\$42.82	
				B 04	215 031	LTD		\$44.07	
	PO#:	Voucher #:	38772	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$851.34
				B 01	215 051	United Way		\$341.91	

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Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75353	4665		HARTFORD INSURANCE		Check		
				B 02	215 051	Payroll Deductions	\$22.64		
				B 04	215 051	Payroll Deductions	\$50.79		
PO#:	Voucher #:	38775	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$415.34	
			B 01	215 032	Life	\$754.92			
			B 02	215 032	Life	\$31.17			
			B 04	215 032	Life	\$18.69			
PO#:	Voucher #:	38902	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$804.78	
			B 01	215 031	LTD	\$747.96			
			B 02	215 031	LTD	\$42.82			
			B 04	215 031	LTD	\$10.08			
PO#:	Voucher #:	38903	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$800.86	
			B 01	215 051	United Way	\$325.92			
			B 02	215 051	Payroll Deductions	\$22.64			
			B 04	215 051	Payroll Deductions	\$16.10			
PO#:	Voucher #:	38906	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$364.66	
							Check Amount:	\$4,097.52	
0485	PCB	75354	4620		HealthPartners Inc		Check		
				B 01	215 035	Dental	\$1,488.96		
				B 04	215 035	Payroll Deductions	\$76.94		
				B 01	215 035	Adjustment	\$1,105.50		
PO#:	Voucher #:	38768	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$2,671.40	
			B 01	215 030	Hospital	\$32,335.74			
			B 01	215 030	Adjustment	\$8,588.78			
			B 02	215 030	Hospital	\$406.25			
			B 04	215 030	Hospital	\$1,859.97			
PO#:	Voucher #:	38769	Invoice	Invoice No:	S2023230	7/26/2023	Paid Amt:	\$43,190.74	
			B 01	215 035	Dental	\$1,405.18			
			B 04	215 035	Payroll Deductions	\$76.94			
PO#:	Voucher #:	38898	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$1,482.12	
			B 01	215 030	Hospital	\$31,116.89			
			B 02	215 030	Hospital	\$406.25			
			B 04	215 030	Hospital	\$1,859.97			
PO#:	Voucher #:	38900	Invoice	Invoice No:	S2023240	7/26/2023	Paid Amt:	\$33,383.11	
							Check Amount:	\$80,727.37	
0485	PCB	75355	1474		ROYALTON FED TEACHERS		Check		
				B 01	215 040	MFT	\$4,592.13		
						52			

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75355	1474		ROYALTON FED TEACHERS		Check		
				B 04	215 040	MFT		\$12.75	
	PO#:	Voucher #:	38899	Invoice	Invoice No: S2023240	7/26/2023	Paid Amt:	\$4,604.88	
							Check Amount:	\$4,604.88	
0485	PCB	75356	4525		A MAZE'N FARMYARD		Check		
				E 04	005 570 114 321 369	MAP FIELD TRIP		\$440.00	
	PO#:	Voucher #:	39143	Invoice	Invoice No: 07.21.2023	7/26/2023	Paid Amt:	\$440.00	
							Check Amount:	\$440.00	
0485	PCB	75357	4360		BENEFIT EXTRAS, INC.		Check		
				E 01	005 110 000 000 305	COBRA Processing Fee		\$197.00	
	PO#:	Voucher #:	39119	Invoice	Invoice No: 116605	7/26/2023	Paid Amt:	\$197.00	
							Check Amount:	\$197.00	
0485	PCB	75358	3738		CULINEX		Check		
				E 02	005 770 000 701 401	Utility Cart, Blue		\$453.62	
	PO#:	Voucher #:	39128	Invoice	Invoice No: INV883098	7/26/2023	Paid Amt:	\$453.62	
							Check Amount:	\$453.62	
0485	PCB	75359	1133		ECM PUBLISHERS INC		Check		
				E 01	005 110 000 000 380	July 24 Reg Meeting		\$59.52	
	PO#:	Voucher #:	39124	Invoice	Invoice No: 957437	7/26/2023	Paid Amt:	\$59.52	
							Check Amount:	\$59.52	
0485	PCB	75360	1165		FLINN SCIENTIFIC INC		Check		
				E 01	020 260 000 000 430	AP9248 1.2 V, 0.22 A MINITURE LIGHT BULB		\$41.70	
				E 01	020 260 000 000 430	AP9275 BATTERY HOLDER DOUBLE D		\$9.60	
				E 01	020 260 000 000 430	S & H		\$9.95	
	PO#: 5285	Voucher #:	39123	Invoice	Invoice No: 2855444	7/26/2023	Paid Amt:	\$61.25	
							Check Amount:	\$61.25	
0485	PCB	75361	2295		GRANITE PEST CONTROL, LLC		Check		
				E 01	005 810 000 000 350	PEST CONTROL SERVICE		\$303.00	
	PO#:	Voucher #:	39127	Invoice	Invoice No: 127747	7/26/2023	Paid Amt:	\$303.00	
							Check Amount:	\$303.00	
0485	PCB	75362	1238		INNOVATIVE OFFICE SOLUTION, LLC		Check		
				E 01	010 203 000 000 430	Order #221336 teacher chair		\$149.85	
	PO#: 5442	Voucher #:	39122	Invoice	Invoice No: CIN116807	7/26/2023	Paid Amt:	\$149.85	
							Check Amount:	\$149.85	
0485	PCB	75363	4763		IRON VALLEY EQUIPMENT & MFG		Check		
				E 01	005 810 000 000 401	Harness Parts, Breaks		\$364.85	
	PO#:	Voucher #:	39121	Invoice	Invoice No: 1756	7/26/2023	Paid Amt:	\$364.85	
							Check Amount:	\$364.85	

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75364	4686		JEREMY ALBRIGHT		Check		
				E 04	005 505 000 000 401	Gatarade for Basketball Camp		\$75.40	
	PO#:	Voucher #:	39144	Invoice	Invoice No:	07.13.2023	7/26/2023	Paid Amt:	\$75.40
								Check Amount:	\$75.40
0485	PCB	75365	1346		MINNESOTA POWER		Check		
				E 01	020 810 000 000 331	Acct 0191115490		\$188.80	
	PO#:	Voucher #:	39129	Invoice	Invoice No:	07.14.2023	7/26/2023	Paid Amt:	\$188.80
								Check Amount:	\$188.80
0485	PCB	75366	1375		NAPA AUTO PARTS		Check		
				E 01	005 760 000 720 401	Core Deposit/Battery		\$65.54	
	PO#:	Voucher #:	39114	Invoice	Invoice No:	560921	7/26/2023	Paid Amt:	\$65.54
				E 01	005 810 000 000 401	Drill Bits		(\$52.40)	
	PO#:	Voucher #:	39115	Invoice	Invoice No:	559852	7/26/2023	Paid Amt:	(\$52.40)
				E 01	005 760 000 720 401	GL Blac		\$70.14	
	PO#:	Voucher #:	39125	Invoice	Invoice No:	561285	7/26/2023	Paid Amt:	\$70.14
				E 01	005 760 000 720 401	Battery and scratch brush		\$80.52	
	PO#:	Voucher #:	39126	Invoice	Invoice No:	561507	7/26/2023	Paid Amt:	\$80.52
								Check Amount:	\$163.80
0485	PCB	75367	4608		NORTH CENTRAL INT'L, LLC		Check		
				E 01	005 760 000 720 401	Paint, Cushions		\$708.22	
	PO#:	Voucher #:	39116	Invoice	Invoice No:	X226009817:01	7/26/2023	Paid Amt:	\$708.22
								Check Amount:	\$708.22
0485	PCB	75368	4674		POMP'S TIRE SERVICE, INC		Check		
				E 01	005 760 000 720 423	Wheel Repair and Tires		\$1,651.80	
	PO#:	Voucher #:	39138	Invoice	Invoice No:	2380003638	7/26/2023	Paid Amt:	\$1,651.80
								Check Amount:	\$1,651.80
0485	PCB	75369	3644		POWERHOUSE OUTDOOR EQUIPMENT INC		Check		
				E 01	005 810 000 000 401	Oil		\$107.88	
	PO#:	Voucher #:	39141	Invoice	Invoice No:	677486	7/26/2023	Paid Amt:	\$107.88
								Check Amount:	\$107.88
0485	PCB	75370	4682		Quizizz Inc		Check		
				E 01	020 211 000 000 406	MS/HS Quizizz Subscription		\$2,500.00	
	PO#: 5313	Voucher #:	39117	Invoice	Invoice No:	25830	7/26/2023	Paid Amt:	\$2,500.00
								Check Amount:	\$2,500.00
0485	PCB	75371	1463		RICE HARDWARE HANK		Check		
				E 01	005 810 000 000 401	Mini Wedge, FLF Hose, Roller		\$97.87	
	PO#:	Voucher #:	39131	Invoice	Invoice No:	27256/3	7/26/2023	Paid Amt:	\$97.87

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type		
0485	PCB	75371	1463		RICE HARDWARE HANK		Check		
				E 01	005 810 000 000 401	Basketball Net, Hose Caps, Welded Ensilage		\$144.11	
PO#:	Voucher #:	39132	Invoice		Invoice No: 27220/3	7/26/2023	Paid Amt:	\$144.11	
				E 01	005 810 000 000 401	C-Pak and USS CP GR		\$52.37	
PO#:	Voucher #:	39133	Invoice		Invoice No: 27163/3	7/26/2023	Paid Amt:	\$52.37	
				E 01	005 810 000 000 401	Replcmnt Plug and U-Fence Post		\$37.94	
PO#:	Voucher #:	39134	Invoice		Invoice No: 27012/3	7/26/2023	Paid Amt:	\$37.94	
				E 01	005 810 000 000 401	Foam Sealant and Artist Brush		\$16.98	
PO#:	Voucher #:	39135	Invoice		Invoice No: 26939/3	7/26/2023	Paid Amt:	\$16.98	
				E 01	005 810 000 000 401	Food Lawn Green LIQ		\$16.99	
PO#:	Voucher #:	39136	Invoice		Invoice No: 26940/3	7/26/2023	Paid Amt:	\$16.99	
				E 01	005 810 000 000 401	Sprayer Poly		\$19.99	
PO#:	Voucher #:	39137	Invoice		Invoice No: 26959/3	7/26/2023	Paid Amt:	\$19.99	
								Check Amount:	\$386.25
0485	PCB	75372	4569		SmartPass LLC		Check		
				B 01	131 000	Hall Pass Standard PlanSmartpass Hall Pass I		\$1,973.06	
PO#: 5435	Voucher #:	38894	Invoice		Invoice No: 2309	7/26/2023	Paid Amt:	\$1,973.06	
								Check Amount:	\$1,973.06
0485	PCB	75373	1382		SOURCEWELL		Check		
				E 01	020 640 000 316 305	Educ Solutions May - June 2023		\$125.00	
PO#:	Voucher #:	39142	Invoice		Invoice No: INV00002047	7/26/2023	Paid Amt:	\$125.00	
								Check Amount:	\$125.00
0485	PCB	75374	4536		ST. CLOUD OFFICIAL'S ASSOCIATION		Check		
				E 01	020 292 000 000 305	ANNUAL ASSIGNING FEE		\$100.00	
PO#:	Voucher #:	39130	Invoice		Invoice No: 07.17.2023	7/26/2023	Paid Amt:	\$100.00	
								Check Amount:	\$100.00
0485	PCB	75375	4472		THE FIRE GROUP, INC.		Check		
				E 01	005 865 000 363 305	Annual Fire Sprinkler and Kitchen Hood Inspe		\$325.00	
PO#:	Voucher #:	39139	Invoice		Invoice No: 7850	7/26/2023	Paid Amt:	\$325.00	
				E 01	005 865 000 363 305	Annual Sprinkler System Inspection (HS)		\$445.00	
PO#:	Voucher #:	39140	Invoice		Invoice No: 7851	7/26/2023	Paid Amt:	\$445.00	
								Check Amount:	\$770.00
0485	PCB	75376	1582		UHL COMPANY, INC		Check		
				E 01	005 810 000 000 401	Preventative maintenance agreement		\$4,715.00	
PO#: 5448	Voucher #:	39120	Invoice		Invoice No: 72397	7/26/2023	Paid Amt:	\$4,715.00	
								Check Amount:	\$4,715.00

Royalton Public Schools Detail Payment Register By Check

Co	Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type	
0485	PCB	975281	4569		SmartPass LLC		Check	
				B 01 131 000	Hall Pass Standard Plan	Smartpass Hall Pass I	\$1,973.06	
	PO#:	Voucher #:	39349	Invoice	Invoice No: 2309	7/31/2023	Paid Amt: \$1,973.06	
							Check Amount:	\$1,973.06
							Report Total:	\$947,541.16

Resignations 08.28.23

Amy Skeate-Carlson	5th Grade Elem Teacher
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Cassidy Knettel	MS/HS Paraprofessional
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Mya Wolbeck	MAP Lead
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New Hire 08.28.23

Karissa Muehring	5th Grade Elementary Teacher
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Cindy Larson	MS/HS Paraprofessional
Ammanda Rothleutner	MS/HS Paraprofessional
Gavin Suska	Asst. FB Coach

Sonja Weisman	MS/HS Paraprofessional
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Sheila Lodermeier	PreK Paraprofessional
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Nichole Klinkhammer	Nurse
William Howe	Bus Driver
Becky Bzdok	Paraprofessional

Benjamin Borash	Activity Driver/Sub Bus Driver
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ROYALTON
PUBLIC SCHOOLS

Home of the Royals

RESPECT · HONESTY · INTEGRITY · LEADERSHIP · ACCOUNTABILITY · SERVICE

120 Hawthorn Street, Royalton, MN 56373
Phone (320) 584-4000
royaltonpublicschools.org

Summer School 2023

School Board Presentation

August 28, 2023

MAP Summer Program

Dates: June 12- August 25

Monday - Friday

6:30am - 6:00pm

- Average Daily Attendance: 39 students
- Weekly Field Trips
- Lots of other fun activities including crafts, outdoor activities, and other learning opportunities

Summer School & ESY

Dates: July 10-27

Monday - Thursday

8:00am - 12:00pm

- Bus Transportation Provided
- Free Breakfast and Lunch Served
- Summer School funded with ESSER Funds

Elementary Summer School & ESY

- Daily average attendance: 46 students
- Summer School Curriculum aligned to standards
 - Able to continue to use the curriculum from year to year

Middle School Summer School & ESY

- Daily average attendance: 27 students
- Comprehensive approach to core instruction
- Hands on learning opportunities

High School Summer School

- Participation: Approximately 25 students
- Students completed 15 semester credits
 - In prior years, three to four semester credits were completed
 - Some students are still in progress



Thank you!



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New Certified Staff

Early Childhood Center:

- Leah Suska-Preschool Teacher
- Stacy Huls-Preschool Teacher
- Lindsay Popp-SPED Teacher, Kindergarten

Elementary:

- Janessa Gangl-3rd Grade Teacher
- Rachel Eckman-Art Teacher
- Karissa Muehring-5th Grade Teacher
- Abigail Weidenbach-Social Worker
- Mary Klosowski-3rd Grade LTS
- Graci Gangl-Student Teacher
- Rachel Verkuilen-Student Teacher

MS/HS:

- Thomas Ebnet-Science Teacher
- Olivia Baldzicki-Music Teacher
- Joelle Liddane-Agriculture Teacher
- Nichole Klinkhammer-School Nurse
- Mindy Klosowski-SPED Teacher
- Benjamin (Benny) Barnack-SPED Teacher
- Jolene Cherne-SPED Teacher
- Boyd Snyder-Social Studies LTS

Administration:

- Linda Fischer-Transportation Director
- 66 ● Anthony Neumann-Elementary Principal
- Amy Krueger-HR/Community Ed. Director
- Kaitlyn Frenchick-Dean/Activities Director



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royaltonpublicschools.org

New Non-Certified Staff

District Office:

- Linda Brezinka-Finance Specialist
- Michelle Stevens-DO/Comm. Ed Secretary

Early Childhood Center:

- Sheila Lodermeier-Paraprofessional
- Kim Holman-Paraprofessional
- Becky Bzdok-Paraprofessional

Elementary:

- Hannah Krych-Paraprofessional

Transportation:

- Ben Borash-Sub Bus Driver/Activity Driver
- Anne Krystosek-Van Driver
- William Howe-Bus Driver

MS/HS:

- Cindy Larson-Paraprofessional
- Ammanda Rothleutner-Paraprofessional
- Sonja Weisman-Paraprofessional

67 Custodial:

- Brandy Sutton-Elementary Evenings



Thank you!

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 485 (“District”) and Royalton Education Minnesota (“Union”).

WHEREAS, the Union and the District are parties to a collective bargaining agreement (“CBA”) governing the negotiated terms and conditions of employment for teachers in the District;

WHEREAS, during the 2023-2024 school year, the Union and District have both agreed to allow for e-learning days as allowed in MN state statute 120A.414;

WHEREAS, the parties are entering into this MOA to ensure that no misunderstandings arise.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA and other consideration, the sufficiency of which is acknowledged, the parties agree as follows:

- 1. **Term.** The MOA will automatically expire and terminate on June 30, 2024. The MOA may be extended beyond this date, with mutual agreement between the Union and the District.
- 2. **Declaration of E-learning Days.** In the event of inclement weather, the superintendent can call for an e-learning day. The first inclement weather day will be a snow day with the calling of a teacher professional development day at the discretion of the superintendent.

Upon the calling of an e-learning day, the formal notification by the superintendent will alert principals, staff, and families to an e-learning day no later than 5am the day of the e-learning day. Teachers will be available to students and parents either by phone or email during the school day.

- 3. **Entire Agreement.** No changes to this MOA are valid unless they are in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have entered into this MOA on the dates shown below.

ROYALTON EDUCATION MINNESOTA

Date: 7-27-23



Union President

INDEPENDENT SCHOOL DISTRICT NO. 485

Date: _____

School Board Chair

Date: _____

School Board Clerk

Resolution for Acceptance of Gifts to the Royalton School District

Member _____ introduced the following resolution and moved its adoption:

WHEREAS all information is included in your packet;

Royalton Pine Country Bank has generously donated \$475 to pay for box lunches for the 2023 newly hired staff orientation days.

Royalton American Legion has generously donated \$800 to cover the cost of the beginning of the year all staff breakfast and end of year final teacher inservice day.

Langola Township has generously donated \$2000 to the Community Education programs.

Royalton Wrestling Club has generously donated \$27,584.23 for the replacement of two mats in the high school wrestling practice room. \$18,775.96 covers a competition mat for the main wrestling room with a Royals logo on one side and practice circles on the reverse side. \$8,808.27 covers a practice mat for the second room.

WHEREAS the conditions on these gifts are included in the packet.

THEREFORE, BE IT RESOLVED by the Royalton School Board to gratefully accept the gifts.

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

_____ and upon a roll call vote being taken thereon, the

following voted

in favor thereof:

following voted against:

and the following abstained:

The foregoing resolution was approved this _ day of _____, 2023.

_____ Board Chair, Rian Hofstad

_____ Board Clerk, Angela Roering

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

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.

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:

1. Corporal punishment prohibited by Minnesota Statutes section 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, 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;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E;
6. Physical holding (as defined in Minnesota Statutes section 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;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

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, IIIP, 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 Minnesota Statutes section 125A.0942, Subd. 5, and otherwise comply with the requirements of § 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 (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: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted: _____

MSBA/MASA Model Policy 532

Orig. 2003

Revised: _____

Rev. 2023

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

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

[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of "conditional procedures" with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minnesota Statutes sections 121A.66, 121A.67, Subd. 1, as well as Minnesota Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minnesota Statutes section 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]

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. "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.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

- C. "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.
- D. "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.
- 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. "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).
- 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.

[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]

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 Minnesota Statutes, section 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, wheelchairs, 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 Minnesota Statutes, Chapter 260E;
 - f. Physical holding (as defined in Minnesota Statutes, section 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, IIIP, 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 Minnesota Statutes, section 125A.0942, subdivision ~~Subd.~~ 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 (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: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy ~~896~~ 896 (Crisis Management Policy)

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 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. Students will be provided a reimbursable meal regardless of the student's account balance. When the student's account balance reaches \$5.00 and lower, the school district sends out a message to the account holder (i.e. parent/guardian) via voicemail that their lunch account has a low balance. Families can add money to students' accounts either by using the electronic payment option, mailing a check, or paying in person at the school office.
- B. If the school district receives school lunch aid under Minnesota Statutes 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 with an outstanding meal charge debt will be allowed to receive a reimbursable meal.
- D. A student who has been determined to be eligible for free and reduced-price lunch must always be served a reimbursable meal even if the student has an outstanding debt.
- E. 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.

- F. The school district will accommodate special dietary needs with respect to alternate meals. The cost of the alternative meal will be charged to the student's account or otherwise charged to the student.
- G. 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 once the negative balance reaches \$50. Families will be notified by phone and mail.
- 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, 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 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. Negative balances with no contact for 90 days will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. 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*

Adopted: _____

MSBA/MASA Model Policy 534

Orig. 2017

Revised: _____

Rev. 2023

534 SCHOOL MEALS POLICY

[Note: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, ~~that now states to require~~ that Minnesota school districts that participate in the national school lunch program **must** adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].

[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]

[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]

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 a la carte items or second school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

[Note: Payment systems and procedures will likely vary from school district to school district. The school district should select one of the following options and delete the remaining options.]

A. [OPTION 1: All a la carte items or second meal purchases are to be prepaid before meal service begins. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).] A student who does not have sufficient funds will not be allowed to charge ~~meals or a la carte items~~ or a second meal until additional money is deposited in the student's account.]

[OPTION 2: Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$[insert amount] or [insert number of meals] to this account]. When an account reaches this limit, a student shall not be allowed to charge ~~further second~~ meals or a la carte items until the negative account balance is paid. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).]]

[OPTION 3: Insert a school district-specific process for payment of a la carte items or second meals.]

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.

~~If the school district receives school lunch aid under Minnesota Statutes 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 with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.~~

~~D. 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.~~

~~E. 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 once the negative balance reaches *[\$insert amount] or [insert number of meals]*. Families will be notified by *[insert the method used to notify families (e.g., automated calling system, email, letters sent home)]*.

- 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 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. Negative balances of more than \$*[insert amount]*, not paid prior to *[enter time period (e.g., end of the month, end of the semester, end of the school year)]*, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. 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 (School Meals Policies; 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

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with 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. "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.
- C. "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.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "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.

- F. "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.
- 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.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall 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;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

- 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 accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify 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;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

- 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, Subd. 8, or 122A.41, subdivision 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

- 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;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

- 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
- 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- 7. an annual budget for continuing to implement the school district plan.

- 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:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]
 - 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.

[Note: School district and site goals example courtesy of the Winona School District.]

- 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.

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

- 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 who

demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:

- (a) a summary of the district's efforts to screen for dyslexia;
 - (b) the number of students screened for that reporting year; and
 - (c) the number of students demonstrating characteristics of dyslexia for that year.
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
 - c. 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.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

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.

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)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2023~~2~~

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with 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 Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2), state and federal law;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

- 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;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

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~~Subd.~~ 8, or 122A.41, subdivision 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

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;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

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 develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and-

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

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

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:

~~**[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]**~~

- ~~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.~~

[Note: School district and site goals example courtesy of the Winona School District.]

- 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)

~~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.~~

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

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 who demonstrate characteristics~~

of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:

- a. a summary of the district's efforts to screen for dyslexia;
 - b. the number of students screened for that reporting year; and
 - c. the number of students demonstrating characteristics of dyslexia for that year.
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
 - c. 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.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

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.

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

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. Strategic Planning Committee

- A. The school board shall establish an strategic planning 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 strategic planning committee, to the extent possible, shall 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 comprise at least two-thirds of advisory committee members.
- C. The district strategic planning committee shall 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 district may establish site teams as subcommittees of the district advisory committee.
- E. The district strategic planning committee shall recommend to the school board
 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes section 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. program evaluations.

- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. 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 Minnesota Statutes section 120B.12, Subd. 2.
- C. 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 Minnesota Statutes section 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- D. 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. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
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)
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 Part 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: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: _____

MSBA/MASA Model Policy 603

Orig. 1995

Revised: _____

Rev. 2023

603 CURRICULUM DEVELOPMENT

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

I. PURPOSE

The purpose of this policy is to 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

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

- 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 Minnesota Statutes section 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 Minnesota Statutes, section 120A.20, [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.
 - C. 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 Part 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: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

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

IV. DISTRICT ASSESSMENT COORDINATOR

The District Assessment Coordinator 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 Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students 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. Four credits of mathematics in the 2023 school year and three and one-half in the 2024 school year and later, 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. Grad Year 2023:
Four credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one credit physical science; (d) 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;

Grad Year 2024 and 2025:

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Three and one-half credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one credit physical science; (d) half an 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;

Grad Year 2026 and Later:

Three and one-half credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one credit earth science; (d) half an 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. Four and one-half credits of social studies in the 2023, 2024 and 2025 school year and Four in the 2026 school year and later, 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. One-half credit of personal finance.
- H. A minimum of seven elective credits.
- I. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

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

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. 2023

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

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

IV. DISTRICT ASSESSMENT COORDINATOR

(_____ *Position Title* _____) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A.** Achievement and career and college readiness in mathematics, reading, and writing, as

measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history,

geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

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

[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).

- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
 - * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

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

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.023 (Benchmarks)
 Minn. Stat. § 120B.024 (Credits)
 Minn. Stat. § 120B.07 (Early Graduation)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Part 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

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

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

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

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 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.
- C. “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 Strategic Planning shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Strategic Plan Committee.
 2. The Strategic Planning Committee 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 Strategic Planning 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.
- C. Implementation of Graduation Requirements
1. The school board shall use the Strategic Planning Committee which shall advise the school board on implementation of state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community.
 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 Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The 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 achievement growth that show 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. Strategic Planning Committee

1. Annually, the Strategic Planning Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
 - 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.
2. The Strategic Planning Committee shall meet the following criteria:
 - a. The Strategic Planning Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Strategic Planning 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 “World/s Best Workforce” 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 Strategic Planning Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
3. The Strategic Planning Committee shall be comprised of two-thirds community representatives and shall reflect the diversity of the community. The membership shall strive to be:
 - a. The Superintendent
 - b. Principals
 - c. 2 School Board Members
 - d. Student Representatives
 - e. One teacher from each building
 - 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 resident’s representative of local business or industry
 - i. School District Assessment Coordinator (DAC)
 4. Translation services should be provided to the extent appropriate and practicable.
 5. The Strategic Planning Committee shall meet the following timeline each year:

E. Reporting

1. Consistent with Minnesota Statutes section 120B.36, Subd. 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.

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

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

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Rev. 2023

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. ~~MSBA/MASA Model Policies 601, 603, and 616~~ address these statutory requirements. In addition, ~~MSBA/MASA Model Policies 613-615 and 617-620~~ provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding 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 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.~~
- BC. "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.

[Insert Local Cycle in this space]

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

[Note: This Advisory Committee composition is a model only.]

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

6. The District Advisory Committee shall meet the following timeline each year:

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

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

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

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

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, subdivision~~Subd.~~ 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:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

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

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

620 CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which 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 address 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, post-secondary 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. "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.
- E. "Eligible institution" means a Minnesota public post-secondary 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.
- F. "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.

- I. "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 7 credits from Royalton Public Schools.

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

school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

- c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary 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 corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options 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.
 - 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 post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary 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 post-secondary 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 post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be

obtained from the school district.

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.

VII. ADVANCED ACADEMIC CREDIT

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

VIII. WEIGHTED GRADES

- A. Royalton School District does not offer weighted grades.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why

credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary 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 (Postsecondary 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: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)

Adopted: _____

MSBA/MASA Model Policy 620

Orig. 1998

Revised: _____

Rev. 2023~~2~~

620 CREDIT FOR LEARNING

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

I. PURPOSE

~~The purpose of this policy is to~~ This policy recognizes student achievement ~~which that~~ occurs in postsecondary enrollment option 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~~ This policy also is to address ~~es 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, ~~post-secondary~~ 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 ~~post-secondary~~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.~~
- FI. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.

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

- A. A student who satisfactorily completes a ~~post-secondary~~~~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 ~~post-secondary~~~~postsecondary~~ enrollment options course or program ~~that meets or exceeds a graduation standard or~~

~~requirement shall must~~ be counted toward the graduation ~~and credit~~ requirements of a student completing the Minnesota Academic Standards and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester ~~post-secondarypostsecondary~~ credits shall equal at least one full year of high school credit. Fewer ~~post-secondarypostsecondary~~ credits may be prorated.
 3. When a determination is made that the content of the ~~post-secondarypostsecondary~~ 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 ~~post-secondarypostsecondary~~ 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 ~~post-secondarypostsecondary~~ credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a ~~post-secondarypostsecondary~~ 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. WEIGHTED GRADES

[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]

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

[or]

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

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

- 1. A grade awarded in an Advanced Placement course will be multiplied by a factor of ____ (i.e., 1.07).
- 2. A grade awarded in an Honors course will be multiplied by a factor of _____.

3. A grade awarded in a College In the Schools course will be multiplied by a factor of ____.
 4. A grade awarded in a course taken through a ~~Post-Secondary~~Postsecondary Enrollment Options program will be multiplied by a factor of ____.
 5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of ____.
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular ~~post-secondary~~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 (Postsecondary Enrollment Options Act)
[Minn. Stat. § 124D.094 \(Online Instruction Act\)](#)
[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 3501.0820-3501.0829 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

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

Adopted: _____

MSBA/MASA Model Policy 621
Orig. 2023

Revised: _____

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

624 ONLINE LEARNING OPTIONS

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 Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.

- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student’s progress and accumulated credit to the student, the student’s parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.

4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1 (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 624
Orig. 2023

Revised: _____

624 ONLINE INSTRUCTION

[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the

supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota

Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board’s Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

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 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.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. 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.

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.
- k. No kneeling, crawling under seats or lying down on the bus floor.

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 by their building principle of any suspension of bus privileges.

1st offense – warning

2nd offense – 2 school-day suspension from riding the bus

3rd offense – at least 8 school-day suspension from riding the bus

Students may be suspended for longer periods of time, including the remainder of the school year for severe or continued problems.

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

(1) 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.

(2) 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.

(3) 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.

(4) 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.

(5) 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.
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 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. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
 Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
 Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
 Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)

Cross References:

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 707 (Transportation of Public Students)
 MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
 MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Adopted: _____

MSBA/MASA Model Policy 709

Orig. 1995

Revised: _____

Rev. 2023

709 STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student [School Bus Safety Training](#)

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

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.

[Note: The Model School Bus Driver Training Manual is available online

through the Minnesota Department of Public Safety State Patrol web page.]

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.

[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the

assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 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.~~
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).

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

- 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 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and

Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
[49 C.F.R. Part 571 \(Federal Motor Vehicle Safety Standards\)](#)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

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.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes section 121A.035.]

- 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.

[Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]

- 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. 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

V. 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 MSBA/MASA Model 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.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: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model 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>

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806 CRISIS MANAGEMENT POLICY

[Note: The Commissioner of the Minnesota Department of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

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.

[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

- 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.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

- 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.

[Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]

- 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.

[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

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.

[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

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.

[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

- 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.)

[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

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.

[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

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.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

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.

[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

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.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

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.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

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.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

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.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

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.

[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model 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.

[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]

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:

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](#)

Adopted: [September 8, 2003](#)
Revised: [October 28, 2019](#)

[Roylton School District Policy 102](#)
Reviewed: [December 20, 2021](#)

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.](#)

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

- 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:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

Adopted: March 8, 2004
Revised: February 24, 2020

Royalton School District Policy 418
Reviewed:

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, ~~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, ~~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, ~~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 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 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

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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.
- I. "Use" 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.

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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.

Deleted: 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.

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, [intoxicating 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.](#)

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[Note: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "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 provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, in accordance with school district procedures."]¶

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[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]¶

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.

VI. ENFORCEMENT

A. Students

1. 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.
2. Students may be referred to drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

Deleted: 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.),

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.
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.

Deleted: s; 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 provided by school based mental health services providers;

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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.¶

Deleted: 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.

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

Adopted: December 8, 2003
Revised: October 24, 2022

Royalton School District Policy 419
Reviewed:

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. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are

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[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes, section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

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[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]

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defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

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

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices

and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

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

VII. DISSEMINATION OF POLICY

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

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

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

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→ [NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]¶

Adopted: December 20, 2021
Revised: _____

Royalton School District Policy 507
Reviewed: December 20, 2021

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 student.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student.

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 506 (Student Discipline).

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Deleted: 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.

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VI. 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 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

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

Adopted: November 14, 2005
Revised: July 16, 2018

Royalton School District Policy 514
Reviewed: May 22, 2023

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 the school premises, at the school functions or activities, on the 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,

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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 (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.

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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.~~

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- 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.~~

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- 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, cyberbullying, ~~malicious and sadistic conduct, sexual exploitation,~~ or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about ~~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.

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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 (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.

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- 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 (Policy 515) in the student handbook.

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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 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 distributed, to each school district or school employee and independent contractor 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 (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 Minnesota Commissioner of Education.

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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 the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
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: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)

MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: _____
Revised: _____

Royalton School District Policy 516.5
Reviewed: _____

- Deleted: MSBA/MASA Model
- Deleted: Orig. 2023
- Deleted: : June 2023

516.5 OVERDOSE MEDICATION

[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of medication. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]

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- Deleted: to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses
- Deleted: a prescription
- Deleted: , particularly to an individual to whom it was not prescribed.

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 the School Nurse/RN.
- 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.

Deleted: [insert title of staff person appointed as coordinator]

- 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. [Building Crisis](#) 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 [Building Crisis](#) Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The [Building Crisis](#) 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.

Deleted: District Collaborative Planning and Implementation

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3. The [Building Crisis Team](#) will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The [Building Crisis 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.

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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. ¶

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[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.] ¶

V. NALOXONE STORAGE

- A. The [Building Crisis Team](#) will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).
- 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.

516.5-3

- Legal References:**
- Minn. Stat. § 13.32 (Educational Data)
 - Minn. Stat. § 13.43 (Personnel Data)
 - Minn. Stat. § 13.37 (General Nonpublic Data)
 - Minn. Stat. § 121A.21 (School Health Services)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - [Minn. Stat. § 121A.224 \(Opiate Antagonists\)](#)
 - Minn. Stat. § 144.344 (Emergency Treatment)
 - [Minn. Stat. § 148.235 \(Prescribing Drugs and Therapeutic Devices\)](#)
 - Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
 - Minn. Stat. § 152.01 (Definitions)
 - Minn. Stat. § 152.02 (Schedules of Controlled Substances)
 - ▼
 - Minn. Stat. § 604A.01 (Good Samaritan Law)
 - Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
 - Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
 - Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
 - Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
 - 20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
 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."

Deleted: Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)

Adopted: July 21, 2014
Revised: May 15, 2018

Royalton School District Policy 504
Reviewed:

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 MSBA/MASA Model Policy 413.
 - 5. Any apparel or footwear that would damage school property.
- D. Hats are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy; medical situations).
- 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

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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. ¶

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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 judgement 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 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.~~

~~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
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: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

Deleted: 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.¶

Deleted: 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 minimizing 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.

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B.

Deleted: 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).¶

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

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